

Student Name _____

Teacher Name _____

School _____

System _____



TENNESSEE

Tennessee Comprehensive Assessment Program

Modified Academic Achievement Standards ~ Grade 3

Item Sampler

Version B



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Introduction

What is the TCAP Modified Academic Achievement Standards Test?

The TCAP Modified Academic Achievement Standards Test is a multiple-choice test designed to measure student achievement in certain skills in four content areas: Reading/Language Arts, Mathematics, Science, and Social Studies. The sample questions in this on-line Item Sampler are representative of the item types and item formats that will be used in the actual test, including those questions with and without art.

What are the questions testing?

Questions are written to test student performance in state content standards. The State Content Standards and Performance Indicators were developed by the Tennessee Department of Education. These Standards and Performance Indicators are listed on the State Department of Education Web site at <http://www.state.tn.us/education/curriculum.shtml>.

Who is eligible to be tested?

1. Students with a disability who are on an active IEP are eligible to take the MAAS.
2. Eligible students may have a disability in any of the Federal disability categories.
Note: The category Functionally Delayed is a State category, but a student cannot be excluded from participation in this assessment based on category of disability. A student whose disability is classified as Functionally Delayed is eligible to participate in this assessment if determined eligible by the IEP team, but the student will be considered a non-participant and his scores cannot be counted for AYP. **A student classified as Functionally Delayed taking the test would not count toward the 2% cap because he is considered a non-participant.**
3. It is the decision of the IEP team whether or not a student with a disability should be assessed with the MAAS.

How long will the tests take?

The length of the tests will vary, depending on the grade level. The time limits are generous and allow most students time to finish. Extended time limits only apply to students who are eligible for special or English Language Learner (ELL) accommodations.

How do I use the sample questions?

These questions provide information about the TCAP Modified Academic Achievement Standards Test. The questions in the on-line Item Sampler are representative of questions that will be on the TCAP Modified Academic Achievement Standards Test.

In a classroom learning session, these questions can be used to prepare students for the actual test. Item types with and without art are presented to better familiarize students with the actual test format.

An answer key for the sample questions is provided at the end of this on-line Item Sampler.

How will the tests be scored?

The test answers will be machine scored. Results from the test provide information about how well students performed on the content being tested.

May calculators be used?

Calculators may be used on Part 1 and 2 of the mathematics portions of the TCAP Modified Academic Achievement Standards Test (grades 3–8) as per system policy.

Which test accommodations may be used?

The Modified Academic Achievement Standards Test may be administered using various procedures that are used during the student's daily educational program. Certain conditions must be met for students to be eligible for special and ELL accommodations.

Here are some tips for preparing students for the test.

Remind students to:

Relax: It is normal to be somewhat anxious before the test. Remember that the score is only one of a number of measures of performance.

Listen: Listen to and read the test directions carefully.

Plan Use of Time: First, answer all the questions you are sure about. Do not spend too much time on any one question. If a question seems to take too long, skip it and return to it later if you have extra time.

Pause and Think: If you are not sure how to answer a question, carefully read it again. Rule out answer choices that you know are incorrect and then choose from those that remain.

Reading/Language Arts



Directions Pablo wrote this book report. It contains mistakes. Read the report and answer Numbers 1 through 8.

(1) I read a book called *Cedric and Gray*. (2) This book is about a boys named Cedric who loves to play in the woods near his home. (3) One day he sees a bird flying above his head. (4) At first Cedric thinks the bird is a hahk. (5) Then he sees that the bird is a large, gray parrot. (6) Cedric decides that the parrot must be someone's pet. (7) Cedric calls the bird Gray and becomes friends with it (8) Then Cedric has a big problem to solve.

(9) I enjoyed reading this book because I likes the main character. (10) Cedric is most bravest because he makes a difficult choice. (11) You must read every chapter to find out how this book ends!

(12) The friendship between Cedric and Gray is special. (13) Anyone who enjoys stories about friendship will enjoy this book. (14) I hope that you like *Cedric and Gray* as much as I did.

Go On ►

Reporting Category: 1 Language

Performance Indicator: 0301.1.1 Identify the correct use of nouns (i.e., as subjects, singular and plural) within context.

1 Read Sentence 2.

This book is about a boys named Cedric who loves to play in the woods near his home.

Which underlined noun is not written correctly?

- A** boys
- B** woods
- C** home

Reporting Category: 1 Language

Performance Indicator: 0301.1.2 Identify the correct use of verbs (i.e. present, past, and future tense) within context.

2 Read Sentence 9.

I enjoyed reading this book because I likes the main character.

Choose the correct word or words to replace likes.

- F** will like
- G** liked
- H** did liked

Reporting Category: 1 Language

Performance Indicator: 0301.1.3 Identify the correct use of adjectives (i.e., comparative and superlative) within context.

3 Read Sentence 10.

Cedric is most bravest because he makes a difficult choice.

Choose the correct way to write the underlined words.

- A** braver
- B** brave
- C** correct as is

Reporting Category: 1 Language

Performance Indicator: 0301.1.5 Select the simple subject and predicate of a sentence.

4 Read Sentence 5.

Then he sees that the bird is a large, gray parrot.

Choose the simple subject of the sentence.

- F** he
- G** bird
- H** parrot

Go On ►

Reporting Category: 1 Language

Performance Indicator: 0301.1.7 Recognize correct capitalization and end punctuation within context.

5 Read Sentence 7.

Cedric calls the bird Gray and becomes friends with it

Choose the best end punctuation for the sentence.

A ☐ .

B ☐ !

C ☐ ?

Reporting Category: 1 Language

Performance Indicator: 0301.1.12 Choose correctly (or incorrectly) spelled words in context.

6 Read Sentence 4.

At first Cedric thinks the bird is a hahk.

Which spelling of the underlined word is correct?

F howk

G hawk

H correct as is

Reporting Category: 1 Language

Performance Indicator: 0301.1.13 Recognize grade level compound words, contractions, and common abbreviations within context.

7 Which word from the book report is a compound word?

- A** becomes
- B** character
- C** anyone

Reporting Category: 4 Communication and Media

Performance Indicator: 0301.7.4 Choose the most effective medium to enhance a short oral presentation (e.g., still pictures, a model, short video clip, recording).

8 Which medium would be best for Pablo to show his class when he presents his book report?

- F** a video clip of parrots in a zoo
- G** a photograph of a colorful bird
- H** a drawing of his favorite scene in the book

Go On ►

Directions

Michael wrote this letter. It contains mistakes. Read the letter and answer Numbers 9 through 17.

may 2, 2012

Dear Principal Walker:

(1) My class has an idea that we would like to share. (2) We would like to eat lunch at the picnic tables outside our school. (3) We like this idea, and it was good for three reasons.

(4) First, the school paid for the picnic tables. (5) We think students should use them. (6) None of the kids have not gotten no chance to enjoy them. (7) It seems wasteful not to use them. (8) The picnic tables would be used every day if you would let us eat outside

(9) Second, being outside is healthy for students. (10) Sunshine helps our bodies stay strong. (11) When our bodies are strong, we are healthier.

(12) Finally, having lunch outside might help us earn better grades. (13) Scientists say that fresh air helps people think. (14) Better thinking can lead to better grades.

(15) I hope that you will consider our idea. (16) Thank you for your time!

Sincerely,

Michael Smith

Grade 3

ms. Miller's Class

Reporting Category: 1 Language

Performance Indicator: 0301.1.2 Identify the correct use of verbs (i.e. present, past, and future tense) within context.

9 Read Sentence 3.

We like this idea, and it was good for three reasons.

Choose the correct word to replace was.

- A** were
- B** are
- C** is

Reporting Category: 1 Language

Performance Indicator: 0301.1.4 Identify correctly used capital letters in names, dates, and addresses.

10 Which part of the letter uses capital letters correctly?

- F** may 2, 2012
- G** Dear Principal Walker:
- H** ms. Miller's Class

Go On ►

Reporting Category: 1 Language

Performance Indicator: 0301.1.5 Select the simple subject and predicate of a sentence.

11 Read Sentence 10.

Sunshine helps our bodies stay strong.

Choose the simple predicate from the underlined words.

- A** helps
- B** our
- C** bodies

Reporting Category: 1 Language

Performance Indicator: 0301.1.6 Select the compound sentence that correctly combines two simple sentences.

12 Read Sentences 4 and 5.

First, the school paid for the picnic tables. We think students should use them.

What is the best way to combine these sentences?

- F** First, the school paid for the picnic tables, yet we think students should use them.
- G** First, the school paid for the picnic tables, but we think students should use them.
- H** First, the school paid for the picnic tables, so we think students should use them.

13 Read Sentence 15.

I hope that you will consider our idea.

Choose the correct way to write the underlined words as a contraction.

A youll'

B you'l

C you'll

Go On ►

Reporting Category: 1 Language

Performance Indicator: 0301.1.10 Identify declarative, interrogative, and exclamatory sentences by recognizing appropriate end marks.

14 Read Sentence 8.

The picnic tables would be used every day if you would let us eat outside

Choose the best punctuation to end this declarative sentence.

F ☐ .

G ☐ !

H ☐ ?

Reporting Category: 1 Language

Performance Indicator: 0301.1.14 Recognize usage errors occurring within context (i.e., double negatives, troublesome words: to/too/two; their/there/they're).

15 Read Sentence 6.

None of the kids have not gotten no chance to enjoy them.

What is the correct way to write this sentence?

- A** None of the kids have gotten no chance to enjoy them.
- B** None of the kids have gotten a chance to enjoy them.
- C** None of the kids have not gotten a chance to enjoy them.

Reporting Category: 2 Vocabulary

Performance Indicator: 0301.1.18 Distinguish individual sounds, including consonant blends, within words.

16 Read Sentence 7.

It seems wasteful not to use them.

In which word do the letters “ea” have the same sound as seems?

- F** cream
- G** learn
- H** bear

Go On ►

Reporting Category: 3 Writing and Research

Performance Indicator: 0301.3.1 Identify the purpose for writing (i.e., to entertain, to inform, to respond to a picture, story, or art).

17 Michael wrote this letter most likely to

- A** entertain students with a story about a picnic.
- B** inform the principal of an idea.
- C** respond to a picture taken outside.

Directions

Matt gave this speech to a third-grade class. Read the speech and answer Numbers 18 through 25.

Coach Smart

- 1 My name is Matt. I am in Mr. Gomez's sixth-grade class. I am here to speak to you about Kindness Week. When you are nice to another person, you are showing an act of kindness. Anyone can show an act of kindness. Last month, my hockey coach surprised me with an act of kindness.
- 2 I began dreaming about playing hockey when I was eight years old. This year, my parents finally allowed me to play on a team. I learned many hockey skills from my coach. Her name is Sara Smart. Soon, the day of the first game arrived. I was so excited to play! I asked my parents to take me to the game early. I wanted extra practice before the game.
- 3 I got ready to skate onto the ice and then everything changed. My stomach felt as if little butterflies were dancing around inside of it. I could not move. Coach Smart saw me and asked if I felt sick. I could not speak. I looked around at the other kids. None of them seemed scared. I thought something was wrong with me!
- 4 Coach Smart looked me in the eyes. "I was scared before my first game too," she said. "My coach gave me a key chain to keep in my pocket during every game. I did not feel as scared with that special key chain in my pocket. I still carry it today."
- 5 Coach Smart reached into her pocket. She pulled out a little silver hockey stick on a key chain. Then, she put the key chain into my pocket. "I want you to have this," she said smiling. "Matt, I am going to tell you what my coach told me before my first game. Do your best."
- 6 Then, I skated onto the ice. I was ready to start the game with the key chain in my pocket. I did not score any goals that day, but I did my best. I do not think I would have been able to skate that day without Coach Smart's act of kindness.

Go On ►



I'm the one nearest the puck!

- 7 This next week, I want you to find special ways to show kindness to others. If we all show kindness to others, this week will be the best Kindness Week ever!

Reporting Category: 2 Vocabulary

Performance Indicator: 0301.1.19 Recognize grade appropriate vocabulary, including multiple-meaning words, within context.

18 Read these sentences from Paragraph 2.

I began dreaming about playing hockey when I was eight years old. This year, my parents finally allowed me to play on a team.

What does the underlined word mean?

- F** wanted
- G** brought
- H** let

Reporting Category: 4 Communication and Media

Performance Indicator: 0301.2.1 Identify the main idea of a speech.

19 What is the main idea of the speech?

- A** Matt shares with students an example of a kind act.
- B** Matt informs students about the new hockey skills he learned.
- C** Matt tells younger students about a time when he felt scared.

Go On ►

Reporting Category: 4 Communication and Media

Performance Indicator: 0301.2.2 Given a list of interactive behaviors (i.e., taking turns, behaving courteously, not interrupting, listening, remaining on task), identify those that are appropriate (or inappropriate) for group activities.

20 How should the students behave while Matt is speaking?

- F** raise their hands and ask the teacher questions
- G** draw pictures and show them to friends
- H** listen carefully and give him their attention

Reporting Category: 4 Communication and Media

Performance Indicator: 0301.2.3 Given a written summary of a speech, choose from a list of ideas the one not mentioned in the speech.

21 Read this summary of the speech.

(1) Matt was excited to play in his first hockey game, but he felt scared. (2) Coach Smart liked collecting key chains. (3) Matt's coach made him feel better, and he was able to play the game.

Which sentence does not belong in the summary?

- A** Sentence 1
- B** Sentence 2
- C** Sentence 3

Reporting Category: 6 Informational Text

Performance Indicator: 0301.6.1 Select questions used to focus and clarify thinking before, during, and after reading text.

22 Which question is not answered in the speech?

- F** What is the name of the hockey team?
- G** What does the key chain look like?
- H** What is the name of the hockey coach?

Reporting Category: 6 Informational Text

Performance Indicator: 0301.6.2 Identify the stated main idea in a reading selection.

23 What is Paragraph 6 mainly about?

- A** Matt feels scared before the game.
- B** Matt puts the key chain in a special place.
- C** Matt is thankful for the kindness of his coach.

Go On ►

Reporting Category: 6 Informational Text

Performance Indicator: 0301.6.3 Indicate which illustration or graphic best supports a particular text.

24 Matt could best support his speech with a photograph of

F his team uniform.

G his hockey coach.

H the other players.

Reporting Category: 7 Literature

Performance Indicator: 0301.8.5 Identify the author's purpose (e.g., to entertain, to inform, to describe, to share feelings).

25 Matt wrote this speech most likely to

A share his feelings about a special week at school.

B inform students about the rules of playing hockey.

C entertain students with a story about a key chain.

Directions

Brianna wrote a summary about a book she read. It contains mistakes. Read the summary and answer Numbers 26 through 33.

- 1 *The Great Bike Race* is a story about a girl named Beth. Beth loves riding her bike. She hears about a bike race, where the first prize is a brand-new bike. She enters the bike race, but nobody thinks she will win.
- 2 Beth wants to win the bike race. Her classmates think that another student will win. Ricky is a classmate who is much bigger than Beth. Beth thinks of a plan to beat Ricky in the race.
- 3 She gets stronger and faster every day. She has a big, pink seat on her bike. While Beth practices, she sees Ricky sitting and talking with his friends. He does not practice.
- 4 Finally, the day of the race arrives. The mayor blows a whistle. Then the racers go away from the starting line. Beth pedals as hard as she can, faster and faster. Beth passes everybody, even Ricky. She flies across the finish line first! People tell Beth that she is a terrific racer. Beth proves that hard work is what matters most.

Reporting Category:**3 Writing and Research****Performance Indicator:****0301.3.2 Identify the audience for which a text is written.**

26 Brianna's summary will most be enjoyed by students who like to

- F** play sports.
- G** enter contests.
- H** read adventure books.

Go On ►

Reporting Category: 3 Writing and Research

Performance Indicator: 0301.3.3 Choose a topic sentence for a paragraph.

27 Which topic sentence would best begin Paragraph 3?

- A** Beth rides her bike everywhere.
- B** Beth lives a few blocks from a park.
- C** Beth talks to people about the race.

Reporting Category: 3 Writing and Research

Performance Indicator: 0301.3.4 Choose a supporting sentence that best fits the context and flow of ideas in a paragraph.

28 Read Paragraph 2.

Beth wants to win the bike race. Her classmates think that another student will win. Ricky is a classmate who is much bigger than Beth. Beth thinks of a plan to beat Ricky in the race.

Which supporting sentence can best be added to Paragraph 2?

- F** Ricky sits behind Beth in class.
- G** Ricky has more friends than Beth.
- H** Ricky seems stronger than Beth.

29 Read Paragraph 3.

She gets stronger and faster every day. She has a big, pink seat on her bike. While Beth practices, she sees Ricky sitting and talking with his friends. He does not practice.

Which sentence does not belong in Paragraph 3?

- A** She gets stronger and faster every day.
- B** She has a big, pink seat on her bike.
- C** He does not practice.

Go On ►

Reporting Category: 3 Writing and Research

Performance Indicator: 0301.3.6 Rearrange sentences to form a sequential, coherent paragraph.

30 Read Paragraph 1.

(1) *The Great Bike Race* is a story about a girl named Beth.
(2) Beth loves riding her bike. (3) She hears about a bike race, where the first prize is a brand-new bike. (4) She enters the bike race, but nobody thinks she will win.

What is the best way to arrange the sentences in Paragraph 1?

- F** 1, 3, 4, 2
- G** 1, 4, 3, 2
- H** correct as is

Reporting Category: 3 Writing and Research

Performance Indicator: 0301.3.7 Choose the most specific word to complete a simple sentence.

31 Read these sentences from Paragraph 4.

The mayor blows a whistle. Then the racers go away from the starting line.

Choose the most specific word to replace the underlined word.

- A** move
- B** run
- C** pedal

Reporting Category:

3 Writing and Research

Performance Indicator:

0301.3.8 Select an appropriate title that reflects the topic of a written selection.

32 Choose the best title for Brianna's summary.

- F** The Big Race
- G** Bigger Is Better
- H** Bike Riding Is Fun

Reporting Category:

3 Writing and Research

Performance Indicator:

0301.3.9 Complete a simple graphic organizer to group ideas for writing.

33 Look at the storyboard Brianna made before writing her summary.

The Great Bike Race			
Beth decides to enter a bike race.	Beth practices riding every day.		Beth wins the race.

Which sentence best fills in the blank box?

- A** Beth learns that the prize is a new bike.
- B** Beth passes the other racers.
- C** Beth proves she is a good rider.

Go On ►

Directions Read this passage. Then answer Numbers 34 through 41.

Jellyfish

1 Jellyfish are some of the oldest sea animals. They live in many oceans around the world. Most jellyfish live in salt water. Some jellyfish can live in fresh water, though.

2 Jellyfish are not really fish. They are called jellyfish because they look like they are filled with clear jelly. Sometimes you can see right through them!

3 Jellyfish do not have hearts or brains! They also have no backbones. Jellyfish push themselves up and down in the water by moving the top part of their bodies. This part is called the bell.

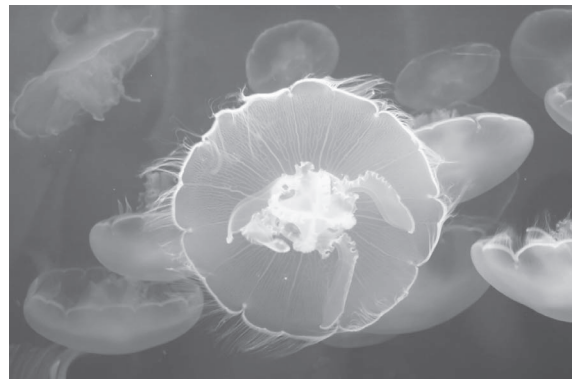
4 Jellyfish may not have brains, but they can tell when they are near light. Jellyfish can even smell. This sense helps them know how to find food and when to hide from danger.

5 Jellyfish eat small sea animals such as shrimp. The jellyfish use their long arms, called tentacles, to catch food. These arms hang down from the bottom of the bell. The tentacles have stingers on them. People should always be careful if they find a jellyfish in the ocean or washed up on a beach.



© KonovalkovAndrey/Stockphoto #2916177

Jellyfish bloom



© Tiburon Studios/Stockphoto #721205

Look inside a jellyfish!

- 6 Jellyfish can be many different sizes and shapes. Some jellyfish are smaller than one inch long. Others can be as big as a grown man! The names of the different kinds of jellyfish describe their shapes. The chart below shows some types of jellyfish and their differences.

Jellyfish Name	Shape	Color
Box Jellyfish	Square	Light blue
Lion's Mane Jellyfish	Round with long tentacles	Red and brown
Mushroom Jellyfish	Round	White

- 7 A group of jellyfish is called a bloom. Scientists think that a group of jellyfish looks like a plant when it blooms, or grows. Some blooms have as many as one thousand jellyfish!
- 8 Jellyfish are very interesting and fun to watch. They can also be harmful to people. Look and enjoy them, but do not touch them!

Reporting Category: 3 Writing and Research

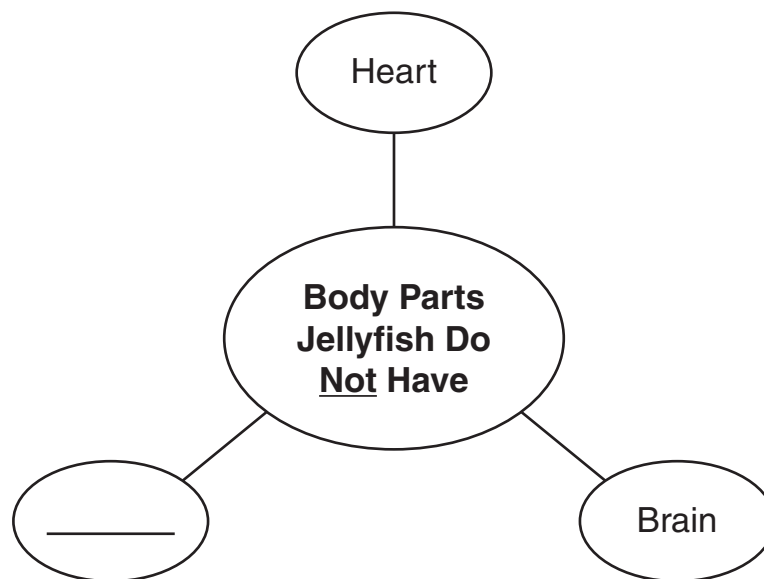
Performance Indicator: 0301.4.1 Identify the most reliable sources of information to support a research topic.

34 Which source would provide the most reliable information about jellyfish?

- F** a video about animals that live in lakes
- G** a nonfiction book about unusual sea animals
- H** a magazine with information about land animals

Go On ►

35 Look at this web a student made after reading the passage.



Choose the word that best completes the web.

- A** Backbone
- B** Bell
- C** Arms

Reporting Category: 3 Writing and Research

Performance Indicator: 0301.4.3 Select appropriate sources from which to gather information on a given topic.

36 Which source would be most appropriate to use when researching jellyfish blooms?

- F** a website about jellyfish behavior
- G** a map showing where jellyfish can be seen
- H** a picture book about jellyfish families

Reporting Category: 5 Logic

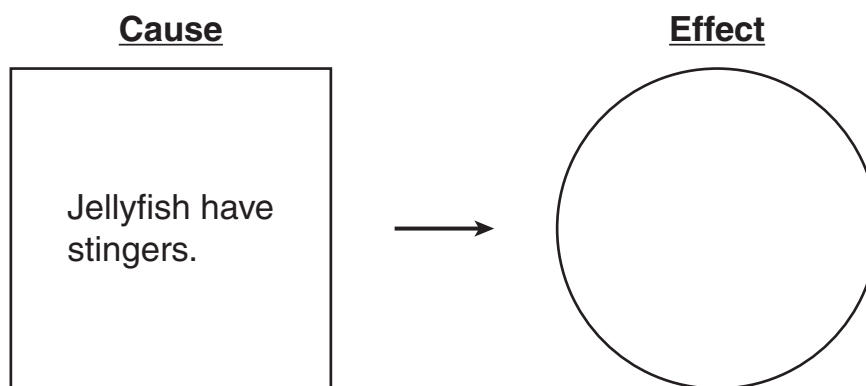
Performance Indicator: 0301.5.2 Distinguish between fact and opinion within text.

37 Which sentence from the passage is an opinion?

- A** Jellyfish push themselves up and down in the water by moving the top part of their bodies.
- B** Jellyfish may not have brains, but they can tell when they are near light.
- C** Jellyfish are very interesting and fun to watch.

Go On ►

38 Look at this chart.



Choose the sentence from the passage that best completes the chart.

- F** They live in many oceans around the world.
- G** Sometimes you can see right through them!
- H** They can also be harmful to people.

Reporting Category:

6 Informational Text

Performance Indicator:

0301.6.4 Locate information using available text features (e.g., charts, maps, graphics).

39 Look at this chart from the passage.

Jellyfish Name	Shape	Color
Box Jellyfish	Square	Light blue
Lion's Mane Jellyfish	Round with long tentacles	Red and brown
Mushroom Jellyfish	Round	White

According to the chart, Mushroom Jellyfish are

- A** round in shape.
- B** red and brown in color.
- C** square in shape.

Reporting Category:

6 Informational Text

Performance Indicator:

0301.6.6 From a list of statements, locate the factual statements from the fictional ones.

40 Which sentence about jellyfish is not factual?

- F** Jellyfish live in salty oceans or freshwater lakes.
- G** The small jellyfish was no larger than one inch.
- H** The jellyfish changed its shape into that of a man.

Go On ►

41 A teacher wants his science class to see how jellyfish swim. Which form of media would be best to show?

- A** a plastic model of a jellyfish
- B** an online video clip of a jellyfish
- C** a drawing of a jellyfish bloom

Directions

Read the handout for making a baby memory book. Then answer Numbers 42 through 49.



Baby Memories



Learn how to make a baby memory book!

What You Need

- 8 pieces of white paper
- 2 pieces of colored paper
- a stapler
- a glue stick
- stickers
- crayons
- baby pictures

Questions to Ask Your Family

- What was my first word?
- Did I sleep with a toy?
- When did I take my first steps?
- Did I like bathtime?

How to Make a Baby Memory Book

Step One: Stack the white paper together. Place one piece of colored paper on top of the white paper. Place the other piece of colored paper on the bottom.

Step Two: Staple the paper three times down one long side. You will then have a book with eight white pages.

Step Three: Decorate the cover of your book using stickers and crayons.

Step Four: Use the glue stick to put a baby picture on the first page. On the other pages, write your questions and the answers your family told you. Glue any other baby pictures you may have on the extra pages.



This is the best way to make a baby memory book!



Go On ►

Reporting Category: 3 Writing and Research

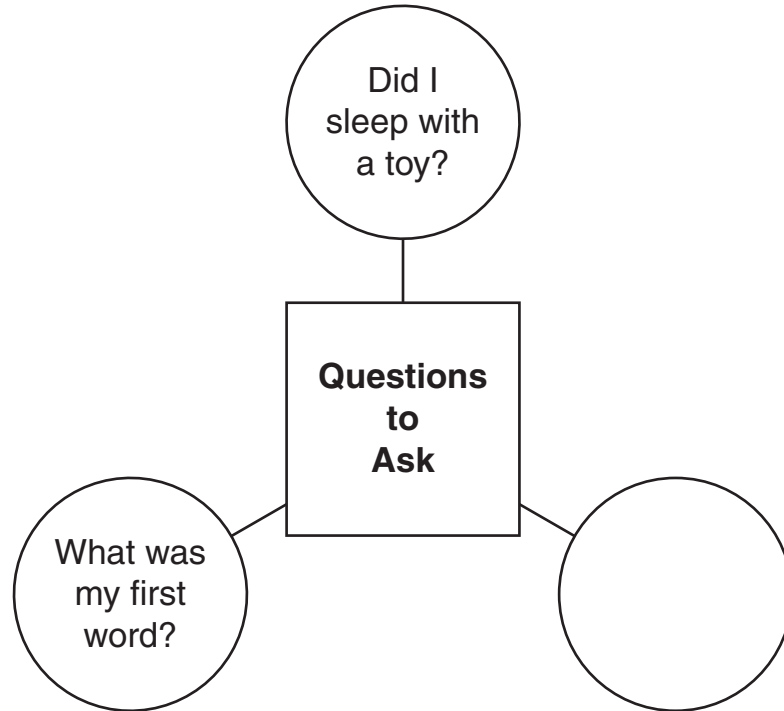
Performance Indicator: 0301.4.1 Identify the most reliable sources of information to support a research topic.

42 After making his baby memory book, John wanted to know more about his favorite foods to eat when he was a baby. The most reliable source for this information would be John's

F friends.

G parents.

H teachers.

43 Look at this web.

According to the handout, which question belongs in the empty circle?

- A** How much did I weigh when I was born?
- B** When did I take my first steps?
- C** What was my favorite bedtime story?

Go On ►

Reporting Category: 3 Writing and Research

Performance Indicator: 0301.4.3 Select appropriate sources from which to gather information on a given topic.

44 Anna wants to learn more about crafts she can make by herself. Which book would give Anna the most appropriate information?

- F** *Rainy Day Crafts for Kids*
- G** *How to Hold a Craft Sale*
- H** *Crafts from Other Countries*

Reporting Category: 3 Writing and Research

Performance Indicator: 0301.4.4 From a given list, identify information that is (or is not) available in a certain reference source (e.g., what information does one find in a thesaurus).

45 While making her baby memory book, Jill used an encyclopedia. Jill most likely used the encyclopedia to find

- A** facts about the state where she was born.
- B** interesting synonyms to use in her project.
- C** meanings of words she did not know.

Reporting Category: 5 Logic

Performance Indicator: 0301.5.2 Distinguish between fact and opinion within text.

46 Which sentence from the handout is an opinion?

- F** Learn how to make a baby memory book!
- G** Use the glue stick to put a baby picture on the first page.
- H** This is the best way to make a baby memory book!

Reporting Category: 6 Informational Text

Performance Indicator: 0301.6.4 Locate information using available text features (e.g., charts, maps, graphics).

47 Which part of the handout would best help the reader understand how the baby memory book should look when it is finished?

- A** the list of materials needed for making a baby memory book
- B** the steps for making a baby memory book
- C** the pictures of baby memory books

Go On ►

48 Tommy decided to add this page to his baby memory book.

Chapter 1: My First Tooth	1
Chapter 2: The First Time I Walked	2
Chapter 3: My Favorite Baby Toys	4
Chapter 4: Visiting Grandma	6

Which type of page did Tommy add to his book?

- F** a glossary
- G** a table of contents
- H** a title page

49 Read these steps.

1. Decorate the cover.
2. Stack the paper.
3. Staple the paper together.
4. Glue a picture on the first page.

According to the handout, what is the correct order for the steps?

A 2, 1, 4, 3

B 4, 2, 3, 1

C 2, 3, 1, 4

Go On ►

Directions Read the poem. Then answer Numbers 50 through 56.

Float in a Canoe

Float, float, float . . .

Down a stream in a red canoe,
Only float a mile or two.
Clouds laughing across the sky,
5 Stay away rain, let us stay dry.

Time to paddle! Look brave, canoe!
There are wild waves to dive into.
No time to laugh, no time to float,
Rough water on both sides of the boat.

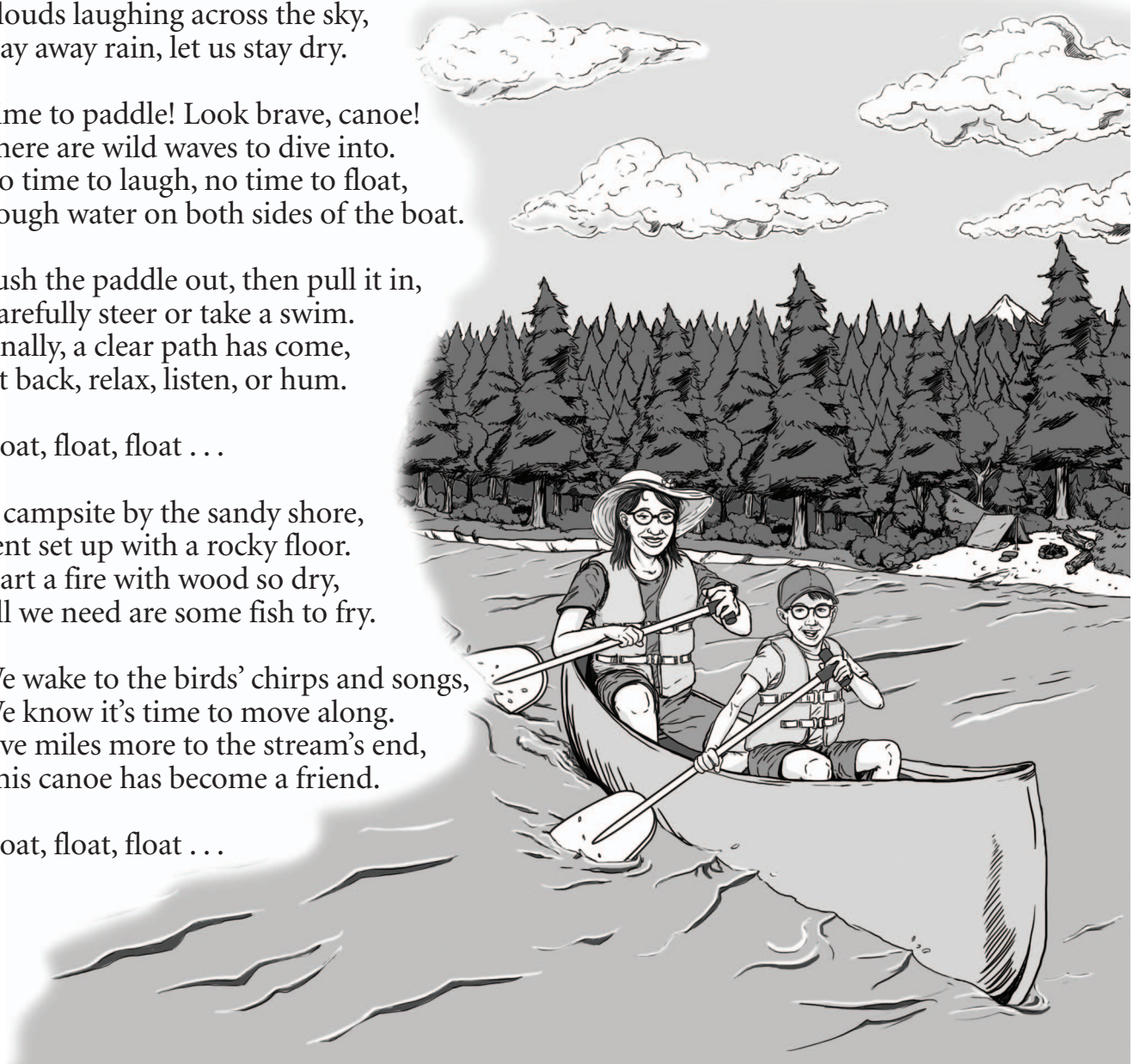
10 Push the paddle out, then pull it in,
Carefully steer or take a swim.
Finally, a clear path has come,
Sit back, relax, listen, or hum.

Float, float, float . . .

15 A campsite by the sandy shore,
Tent set up with a rocky floor.
Start a fire with wood so dry,
All we need are some fish to fry.

We wake to the birds' chirps and songs,
20 We know it's time to move along.
Five miles more to the stream's end,
This canoe has become a friend.

Float, float, float . . .



Reporting Category: 2 Vocabulary

Performance Indicator: 0301.1.16 Determine word meanings using prefixes and suffixes and/or context clues.

50 Read Lines 10 and 11.

Push the paddle out, then pull it in,
Carefully steer or take a swim.

What does the word carefully mean?

- F** with much care
- G** causing someone to care
- H** having once cared

Reporting Category: 2 Vocabulary

Performance Indicator: 0301.1.20 Determine word meaning through context clues.

51 Read Lines 6 and 7.

Time to paddle! Look brave, canoe!
There are wild waves to dive into.

What does the word dive mean?

- A** work together to row a boat
- B** move across a beach
- C** jump into water

Go On ►

Reporting Category: 6 Informational Text

Performance Indicator: 0301.6.5 Recognize the parts of a book (e.g., glossary, table of contents).

52 Read this information from a book of poetry.

"Watching the Waves"	4
"Float in a Canoe"	12
"Dreaming at the Beach"	18

From which part of the book does the information come?

- F** glossary
- G** title page
- H** table of contents

Reporting Category: 7 Literature

Performance Indicator: 0301.8.1 Identify and/or select rhyming words.

53 Which pair of words from the poem rhymes?

- A** wild, waves
- B** shore, floor
- C** swim, hum

Reporting Category: 7 Literature

Performance Indicator: 0301.8.2 Identify setting, characters, and plot in a reading selection.

54 Where does most of the action in this poem take place?

- F** at a campsite
- G** on a stream
- H** in a dream

Reporting Category: 7 Literature

Performance Indicator: 0301.8.3 Identify forms of text as poems, plays, or stories.

55 How can a reader tell “Float in a Canoe” is a poem?

- A** It has only two characters.
- B** It is written in stanzas.
- C** It is written in complete sentences.

Go On ►

Reporting Category: 7 Literature

Performance Indicator: 0301.8.5 Identify the author's purpose (e.g., to entertain, to inform, to describe, to share feelings).

56 The author wrote this poem most likely to

- F** entertain people with a fun adventure.
- G** describe to people the ways to use a canoe.
- H** inform people about camping.

Directions Read the story. Then answer Numbers 57 through 64.

Butter and Benny

1 Everyone in town was excited that the county fair would soon begin. Many people had spent the whole year getting ready for the fair. They were proud to show what they had grown or made.

2 Cora and Oscar were also excited. They were both entering contests at the fair. Cora was making butter in a churn. Oscar was showing his pig, Benny, at the fair. Oscar was sure Benny would win the prize for best pig.

3 The opening day of the fair finally arrived. Cora needed to make her butter to take to the fair. Stirring cream to make butter was hard work, so Oscar helped her.



4 “Cora, you know Benny loves the butter you make,” said Oscar.

5 “That is why Benny is such a fat little pig!” laughed Cora.

6 Soon it was time for the children and their parents to go to the fair. Cora and Oscar rode with Benny in the back of the wagon. Cora held onto her butter churn so it would not spill. Oscar held onto Benny’s rope so the pig would not get loose.

Go On ►

7 Cora and Oscar arrived at the fair. They hopped out of the wagon with the butter and Benny. The tasting for the butter contest was about to begin. Oscar helped Cora set up her churn for the contest.

8 “I need to take Benny to the barn for the pig contest,” said Oscar.

9 “OK, but hold on tightly to his rope. You know he likes to eat butter!” Cora yelled as Oscar and Benny trotted off quickly toward the barn.

10 The judge tasted the butter Cora made. He gave a huge smile and licked his lips. Just then a loud “oink” was heard.

11 “Look out for that pig!” someone yelled.

12 It was too late! The pig had knocked over Cora’s churn. Butter spilled out on the ground. And Benny was there in the middle of the butter! He slipped on the gooey mess and licked as much as he could off the ground. Oscar ran up and grabbed Benny’s rope.

13 “Oh, Benny! Look at the mess you made!” scolded Oscar.

14 “I am glad I got to taste the butter before the pig did!” laughed the judge.

15 The judge handed Cora a blue ribbon. Cora jumped up and down! Oscar smiled.

16 Oscar wrapped Benny’s rope around his hand and led Benny to the barn. It was time for the pig contest. Cora followed with her blue ribbon flapping in the wind.



Reporting Category: 2 Vocabulary

Performance Indicator: 0301.1.16 Determine word meanings using prefixes and suffixes and/or context clues.

57 Read Paragraph 9.

“OK, but hold on tightly to his rope. You know he likes to eat butter!” Cora yelled as Oscar and Benny trotted off quickly toward the barn.

Choose the correct meaning of trotted.

- A** looked
- B** called
- C** jogged

Reporting Category: 2 Vocabulary

Performance Indicator: 0301.1.17 Select appropriate synonyms and antonyms within context.

58 Read the sentence from Paragraph 1.

They were proud to show what they had grown or made.

Choose the opposite of the word proud.

- F** scared
- G** embarrassed
- H** confused

Go On ►

Reporting Category: 2 Vocabulary

Performance Indicator: 0301.1.19 Recognize grade appropriate vocabulary, including multiple-meaning words, within context.

59 Read the sentence from Paragraph 3.

The opening day of the fair finally arrived.

What does the word finally mean?

- A** with joy
- B** at last
- C** until later

Reporting Category: 2 Vocabulary

Performance Indicator: 0301.1.20 Determine word meaning through context clues.

60 Read the sentence from Paragraph 16.

Cora followed with her blue ribbon flapping in the wind.

What does flapping mean?

- F** laying flat
- G** shining brightly
- H** moving about

61 Read Paragraphs 7 through 9 from this story.

Cora and Oscar arrived at the fair. They hopped out of the wagon with the butter and Benny. The tasting for the butter contest was about to begin. Oscar helped Cora set up her churn for the contest.

“I need to take Benny to the barn for the pig contest,” said Oscar.

“OK, but hold on tightly to his rope. You know he likes to eat butter!” Cora yelled as Oscar and Benny trotted off quickly toward the barn.

Choose the word that best describes Cora during this part of the story.

- A** clever
- B** curious
- C** careful

Go On ►

Reporting Category: 5 Logic

Performance Indicator: 0301.5.4 Determine sequence of events in text.

62 What do Cora and Oscar do first at the fair?

- F** listen to the judge
- G** set up the butter churn
- H** take the pig to the contest

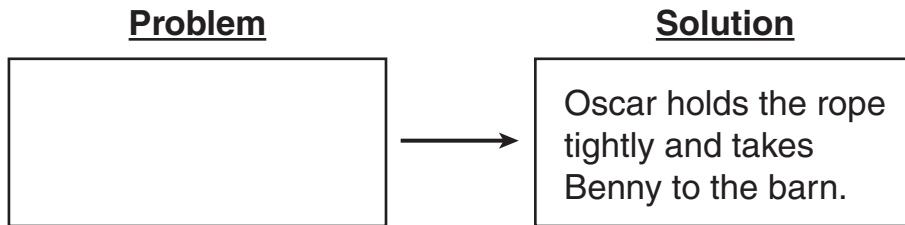
Reporting Category: 6 Informational Text

Performance Indicator: 0301.6.1 Select questions used to focus and clarify thinking before, during, and after reading text.

63 Which question is answered while reading this story?

- A** What prize do the winners get?
- B** How long does it take the family to get to the fair?
- C** How old are the children?

64 Read this chart.



Which problem from the story best completes the chart?

- F** The pig knocks over the churn.
- G** The pig must travel to the fair.
- H** The pig runs toward the kids.

Go On ►

Directions Read and answer Numbers 65 through 76.

Reporting Category: 1 Language

Performance Indicator: 0301.1.7 Recognize correct capitalization and end punctuation within context.

65 Read this sentence.

Are you going to try out for the soccer team

Which punctuation mark belongs at the end of the sentence?

A ☐ ?

B ☐ .

C ☐ !

66 Read this sentence.

My favorite colors are purple orange and bright blue.

Choose the sentence that uses commas correctly.

- F** My favorite colors, are purple, orange and bright blue.
- G** My favorite colors are purple, orange, and bright blue.
- H** My favorite colors, are purple orange and, bright blue.

Go On ►

Reporting Category: 1 Language

Performance Indicator: 0301.1.11 Rearrange and identify words in alphabetical order (e.g., lists, phone directory).

67 Which word list is in alphabetical order?

A black
baseball
blanket

B blanket
black
baseball

C baseball
black
blanket

Reporting Category: 1 Language

Performance Indicator: 0301.1.15 Recognize root words and their various inflections (e.g., walks, walking, walked).

68 Which set of words does not share the same root word?

F lick, liked, liking

G talk, talks, talking

H help, helped, helping

Reporting Category:**4 Communication and Media****Performance Indicator:**

0301.2.2 Given a list of interactive behaviors (i.e., taking turns, behaving courteously, not interrupting, listening, remaining on task), identify those that are appropriate (or inappropriate) for group activities.

69 Some students are working together on a class project. Which student's behavior does not help the group?

- A** Jamal hands out notes from the last meeting.
- B** Mia interrupts when other people are talking.
- C** Theo asks questions about the assignment.

Reporting Category:**3 Writing and Research****Performance Indicator:**

0301.3.7 Choose the most specific word to complete a simple sentence.

70 Read the sentence.

Denise grabbed a handful of _____ from the bowl before anyone saw her.

Choose the most specific word to complete the sentence.

- F** stuff
- G** popcorn
- H** things

Go On ►

71 Read the list.

- Maps
- Facts about countries
- Important people

Which reference source would have all of the information on the list?

- A** a biography
- B** an atlas
- C** an encyclopedia

72 Hoshi is a member of the gardening club at her school. She wrote this list of steps for planting flowers at home.

1. Cover the seeds with dirt, and sprinkle with water.
2. Find a sunny spot, and remove any grass or weeds from it.
3. Use a small shovel to dig three holes that are a few inches deep.
4. Put two flower seeds in each hole.

What is the best order for these steps?

F 2, 3, 4, 1

G 4, 2, 3, 1

H 1, 3, 4, 2

73 Look at this photo.



What is the main idea of the photo?

- A** A girl tries to stay warm in the cold.
- B** A girl yells for help getting up.
- C** A girl enjoys playing in the snow.

Reporting Category:

4 Communication and Media

Performance Indicator:

0301.7.2 Select the most appropriate medium or media for accessing information, writing a report, or making a presentation.

74 Sal is writing a report about how playing sports keeps people healthy. Which form of media will give Sal the most appropriate information for his report?

F a magazine article titled “Team Sports Help Adults Stay Fit”

G an advertisement that reads “Sale on Sports Teams Shirts”

H a newspaper article titled “Town Needs Money for Sports Teams”

Reporting Category:

4 Communication and Media

Performance Indicator:

0301.7.3 Recognize the sort of information available through a specific medium (e.g., the accent and emotion through audiotapes; visual images through videos).

75 Annie is watching a DVD called *Monkeys Everywhere!* While watching the video, Annie is not able to

A feel the fur of the monkeys.

B hear the sounds that the monkeys make.

C see what the monkeys like to eat.

Go On ►

76 Polly took these notes while reading a story.

- Zeus is the main character
- Why thunder happens

Polly is most likely reading a book of

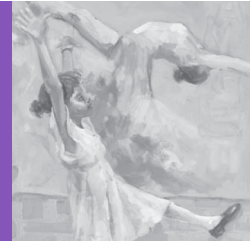
F folktales.

G fables.

H myths.

STOP 

Mathematics



Reporting Category: 1 Mathematical Processes

Performance Indicator: 0306.1.2 Solve problems involving elapsed time.

- 1** This clock shows the time Tina started working on a project.



Tina worked on this project for 45 minutes. At what time did Tina stop working on this project?

- A** 8:55
- B** 8:45
- C** 7:25

Go On ►

2 A set of six shapes is shown.



What fraction represents the shapes in this set that are triangles?

F $\frac{2}{6}$

G $\frac{4}{6}$

H $\frac{6}{2}$

- 3** Together, Joseph and Luke had 42 books. Joseph had 7 books. Which expression can be used to find the number of books Luke had?

A $42 \div 7$

B $42 - 7$

C $42 + 7$

- 4** Landon has a jar of pickles like the one shown.



Which unit of measure is best to use when measuring the height of this jar?

- F** yard
- G** inch
- H** foot

Reporting Category:

2 Number and Operations

Performance Indicator:

0306.2.1 Read and write numbers up to 10,000 in numerals and up to 1,000 in words.

5 Read this number.

four hundred sixty

How is this number written in standard form?

A 406

B 416

C 460

Reporting Category:

2 Number and Operations

Performance Indicator:

0306.2.2 Identify the place value of numbers in the ten-thousands, thousands, hundreds, tens, and ones positions.

6 Look at this number.

52,796

What is the value of the digit 7 in this number?

F 70

G 700

H 7,000

Go On ►

7 Look at this number.

1,310

What is the expanded form of this number?

A $1,000 + 300 + 10$

B $1,000 + 300 + 1$

C $1,000 + 30 + 10$

- 8** Four students wrote stories. This table shows the number of words in each story.

Words in Each Story

Student	Number of Words
Glen	215
Henry	120
Pam	145
Lucy	220

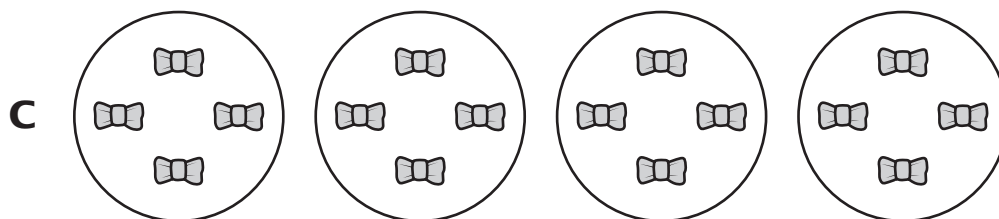
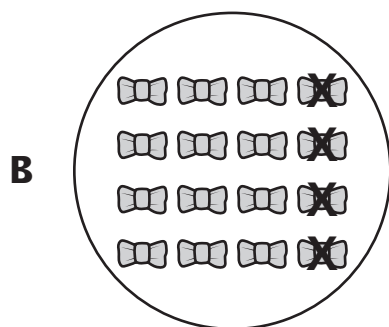
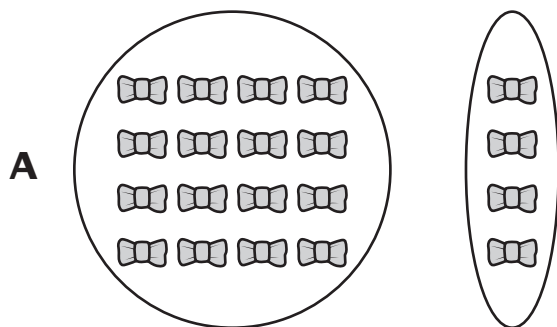
Which statement is true?

- F** Pam's story has a greater number of words than Glen's story.
G Glen's story has a greater number of words than Lucy's story.
H Lucy's story has a greater number of words than Henry's story.

9 Look at this expression.

$$16 \div 4$$

Which model best represents the expression?



Reporting Category:

2 Number and Operations

Performance Indicator:

0306.2.6 Recall basic multiplication facts through 10 times 10 and the related division facts.

10 Look at this equation.

$$7 \times 9 = \square$$

Which number goes in the \square to make the equation true?

F 54

G 56

H 63

Reporting Category:

2 Number and Operations

Performance Indicator:

0306.2.7 Compute multiplication problems that involve multiples of ten using basic number facts.

11 A principal has 60 boxes. There are 20 markers in each box. What is the total number of markers in these boxes?

A 1,200 markers

B 800 markers

C 120 markers

Go On ►

- 12** Look at this number sentence.

$$7 \times \square = 21$$

Which number sentence is in the same fact family?

F $\square - 21 = 7$

G $21 \div \square = 7$

H $21 \times 7 = \square$

13 A bag has 128 ounces of dog food. A box has 160 ounces of dog food. What is the total number of ounces of dog food in the bag and the box?

- A** 288 ounces
- B** 280 ounces
- C** 188 ounces

- 14** This model is shaded to represent a fraction.



Which model is shaded to represent an equivalent fraction?

F



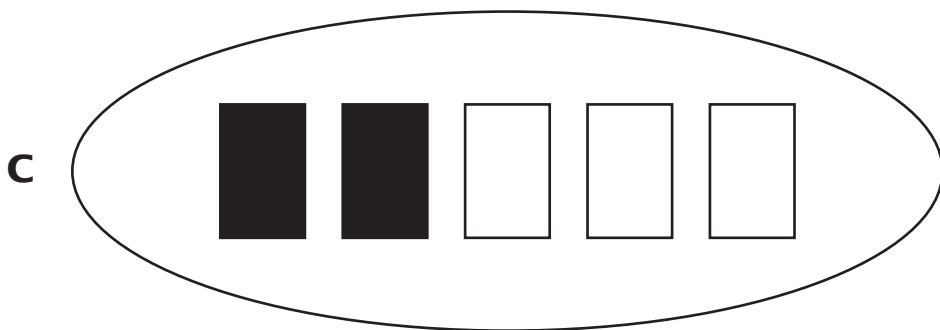
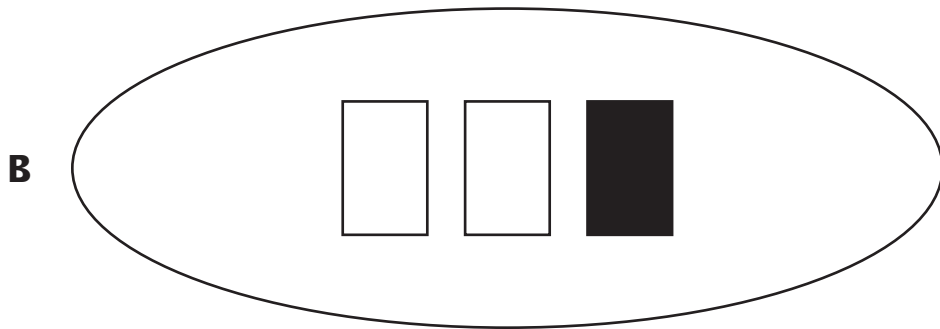
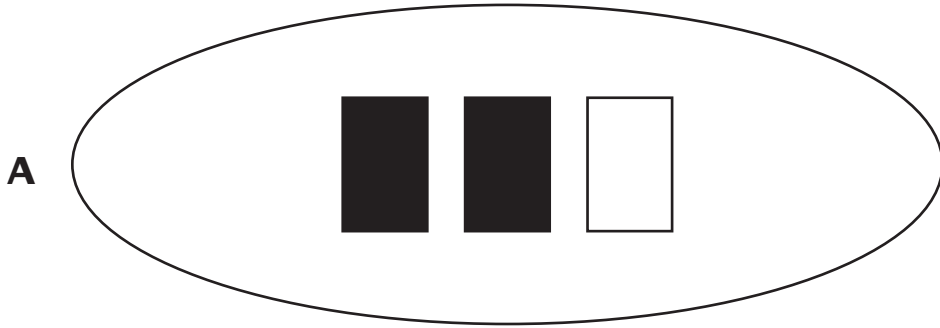
G



H



- 15** Which picture shows a group in which two thirds of the rectangles are black?



16 Gabriel had one whole pizza.

- The pizza was divided into equally sized slices.
- Some of the slices had pepperoni.
- Some of the slices did not have pepperoni.

Which fraction could represent the part of the pizza that had pepperoni?

F $\frac{3}{10}$

G $\frac{10}{10}$

H $\frac{10}{1}$

17 Which list shows fractions in order from least to greatest?

A $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}$

B $\frac{1}{5}, \frac{1}{4}, \frac{1}{2}$

C $\frac{1}{4}, \frac{1}{5}, \frac{1}{2}$

Go On ►

18 Together, Kim, Victor, and Stewart filled a bucket with water.

- Kim filled $\frac{4}{7}$ of the bucket with water.
- Victor filled another $\frac{1}{7}$ of the bucket with water.
- Stewart filled another $\frac{2}{7}$ of the bucket with water.

What fraction of the whole bucket did Kim and Victor fill with water?

F $\frac{5}{7}$

G $\frac{3}{7}$

H $\frac{5}{14}$

19 Look at this number sentence.

$$42 + (18 + 25) = 85$$

Which expression can be used to check the answer to this number sentence using the associative property?

- A** $42 + (25 + 18)$
- B** $(42 + 18) + 25$
- C** $42 \times (25 \times 18)$

20 Vincent put cookies into bags.

- He put 3 cookies into each bag.
- He put a total of 18 cookies into these bags.

Which number sentence could be used to find the number of bags needed for these cookies?

F $18 \times 3 = \square$

G $18 - \square = 3$

H $18 \div 3 = \square$

Reporting Category:**3 Algebra****Performance Indicator:****0306.3.3 Find the missing values in simple multiplication and division equations.**

- 21** Which number sentence is true when the number 8 is placed in the box?

A $32 \div \square = 4$

B $6 \times \square = 42$

C $\square \times 0 = 8$

Reporting Category:**4 Geometry and Measurement****Performance Indicator:****0306.4.1 Recognize polygons and be able to identify examples based on geometric definitions.**

- 22** Gina drew a figure.

- The figure has 4 sides.
- The figure has only 1 pair of parallel sides.

Which figure could be the one Gina drew?

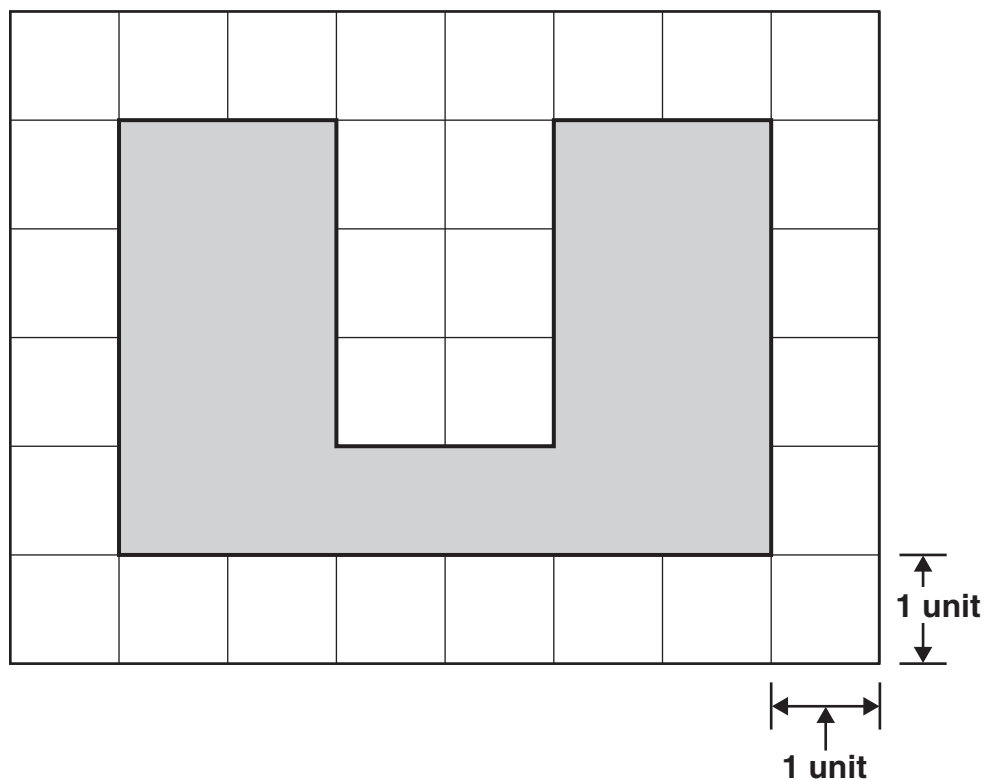
F parallelogram

G trapezoid

H square

Go On ►

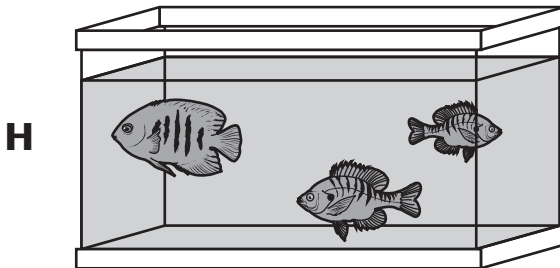
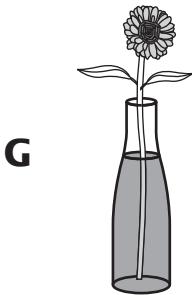
- 23** A figure is shaded on this grid.



What is the perimeter of the shaded figure?

- A** 18 units
- B** 20 units
- C** 26 units

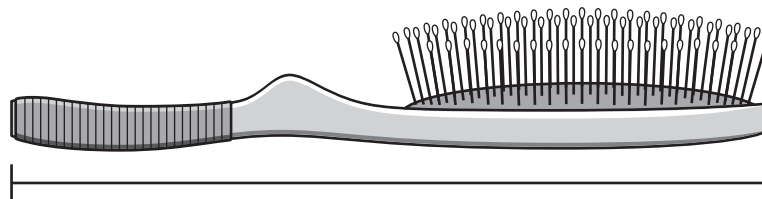
24 Which object could hold 5 gallons of water?



25

Use the centimeter side of your ruler to help you solve this problem.

A picture of a brush is shown.



What is the length of this picture to the nearest centimeter?

- A** 4 centimeters
- B** 10 centimeters
- C** 11 centimeters

26 There are two snakes at a zoo.

- The length of the first snake is 19 inches.
- The second snake is 29 inches longer than the first snake.

What is the length of the second snake?

- F** 10 inches
G 38 inches
H 48 inches

27 The heights of two flowers are listed.

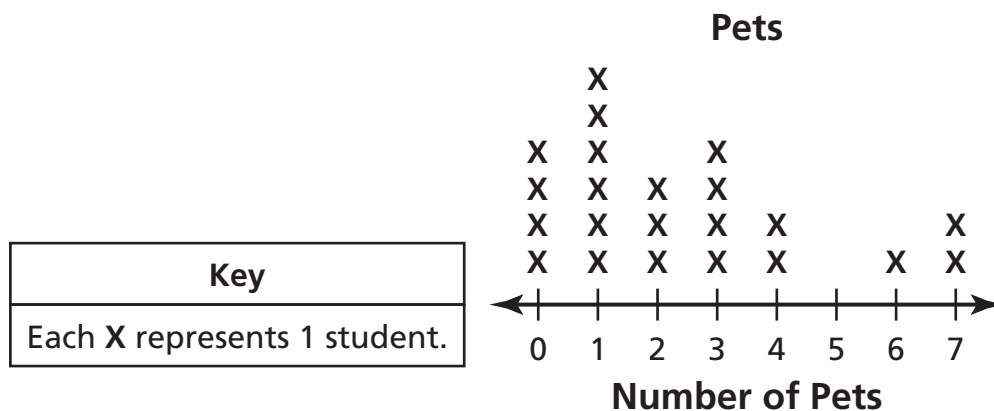
- Sunflower: 120 inches
- Iris: 48 inches

What is the difference between these heights?

- A** 72 inches
B 82 inches
C 88 inches

Performance Indicator: 0306.5.1 Interpret a frequency table, bar graph, pictograph, or line plot.

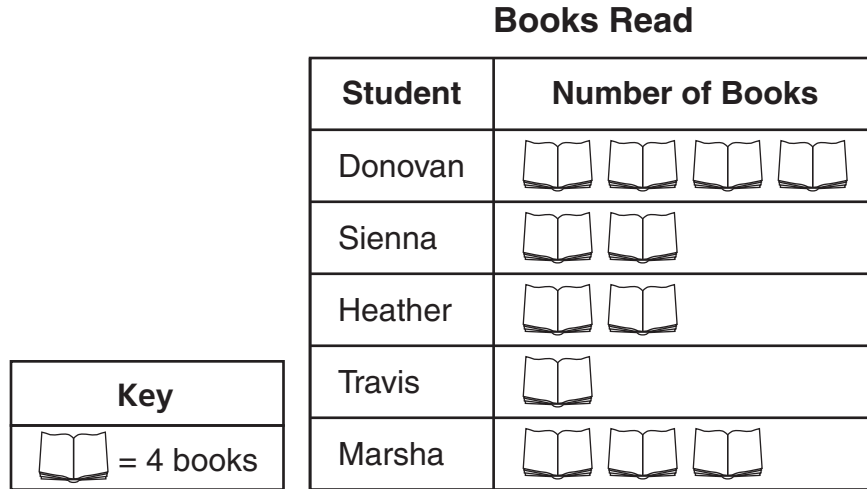
- 28** This line plot shows the numbers of pets some students have in their homes.



Exactly how many students have 3 or more pets?

- F** 5
G 9
H 13

- 29** This graph shows the number of books read by each of five students.



Based on the graph, what was the total number of books read by these students?

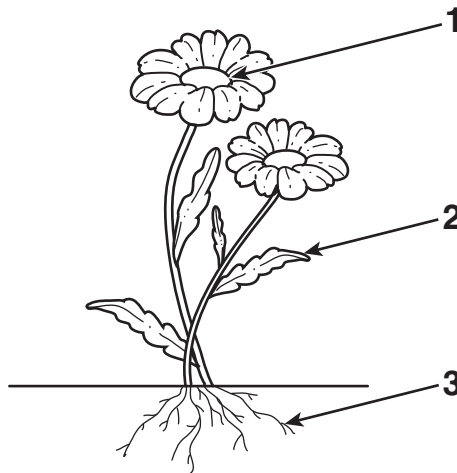
- A** 12
B 24
C 48

Science



Reporting Category: 1 Cells, Flow of Matter & Energy, Heredity
Performance Indicator: 0307.1.1 Identify specific parts of a plant and describe their function.

1 The picture shows a plant.



What part of the plant makes seeds?

- A** 1
- B** 2
- C** 3

Reporting Category:

1 Cells, Flow of Matter & Energy, Heredity

Performance Indicator:

0307.1.1 Identify specific parts of a plant and describe their function.

2 What part of a plant uses sunlight to make food?

F flower

G leaf

H root

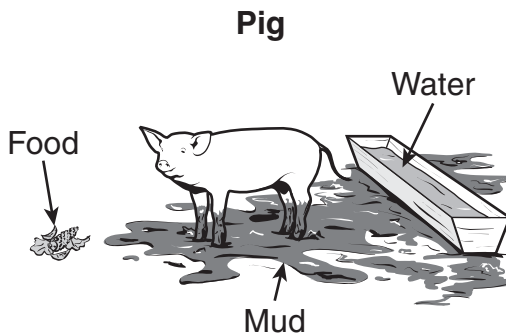
Reporting Category:

1 Cells, Flow of Matter & Energy, Heredity

Performance Indicator:

0307.3.1 Identify the basic needs of plants and animals.

3 The picture shows a pig.



Which of these is not needed by the pig to stay alive?

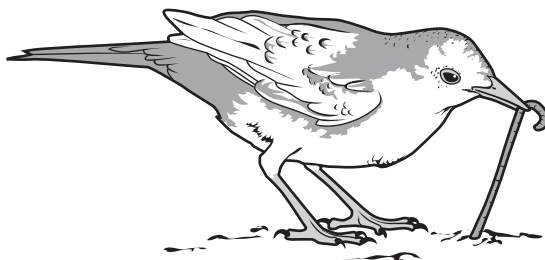
A Food

B Water

C Mud

Go On ►

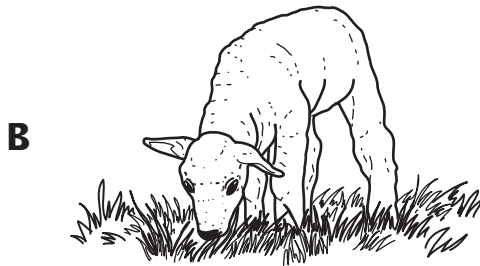
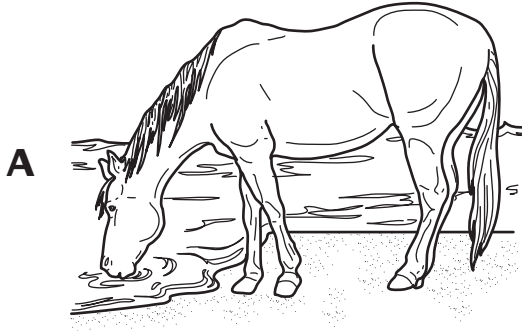
- 4** The picture shows a bird and a worm.



Which sentence best describes what is happening in the picture?

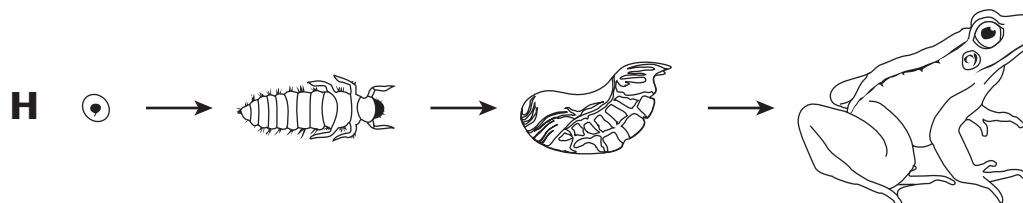
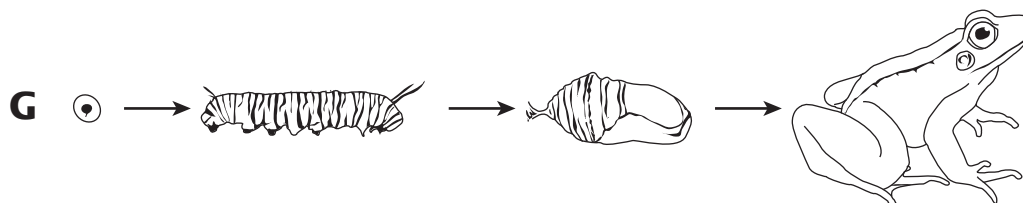
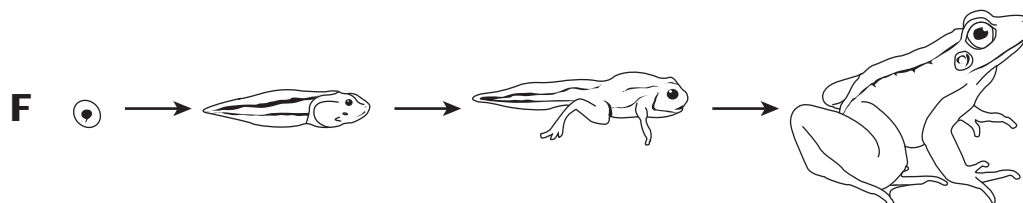
- F** The bird is competing with the worm for food.
- G** The bird is trying to eat the worm to get energy.
- H** The bird is using the worm to build a shelter.

5 Which animal is getting a source of energy to stay alive?



Go On ►

6 Which of these correctly shows how a frog changes as it grows?



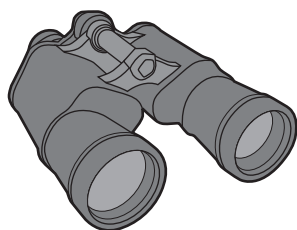
7 Which characteristic would a girl not inherit from her parents?

- A** color of her eyes
- B** shape of her nose
- C** style of her hair

8

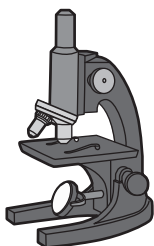
A bird watcher wants to observe an eagle flying through the air. Which tool will make the eagle appear closer to the bird watcher?

F



Binoculars

G



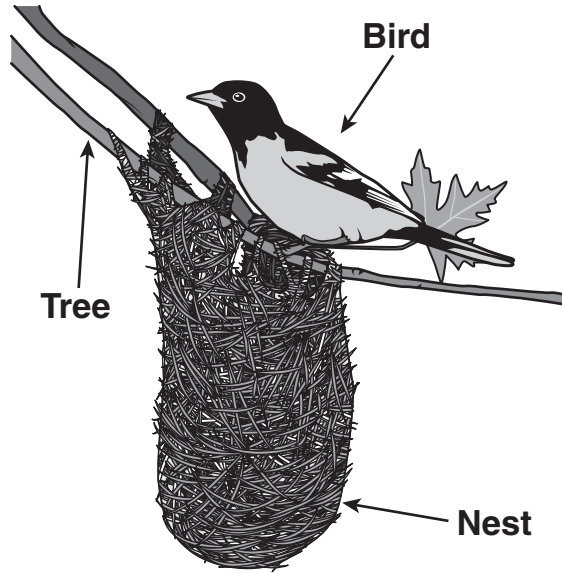
Microscope

H



Magnifying Glass

- 9** The picture shows living and nonliving things.

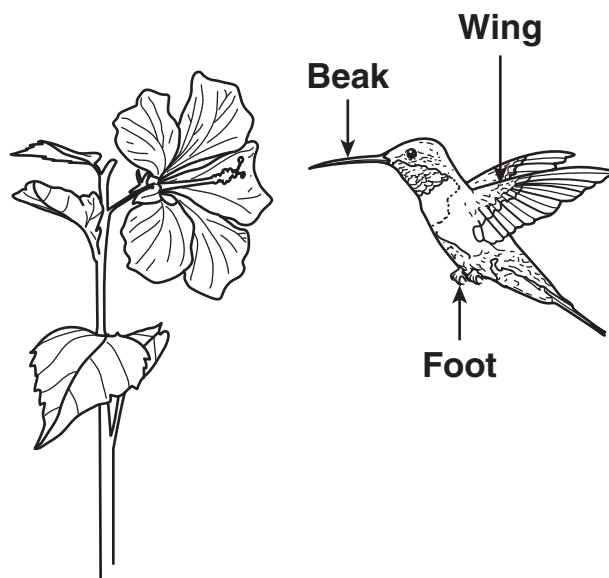


Which is a nonliving thing?

- A** Bird
- B** Tree
- C** Nest

Go On ►

- 10** A hummingbird gets energy by drinking nectar from a flower.



Which part of the hummingbird reaches the nectar inside the flower?

F Beak

G Wing

H Foot

- 11** The table shows information about animals.

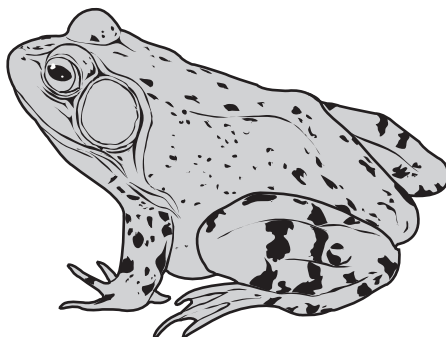
Animals in 2003

Name	Number Known to Be Living
Bog Turtle	90
Carolina Parakeet	0
Least Tern	230

Which animal was extinct in 2003?

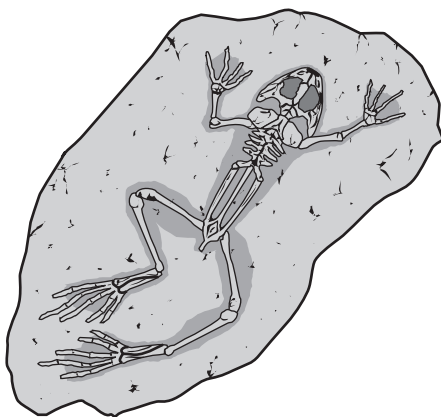
- A** Bog Turtle
- B** Carolina Parakeet
- C** Least Tern

12 The picture shows a frog.

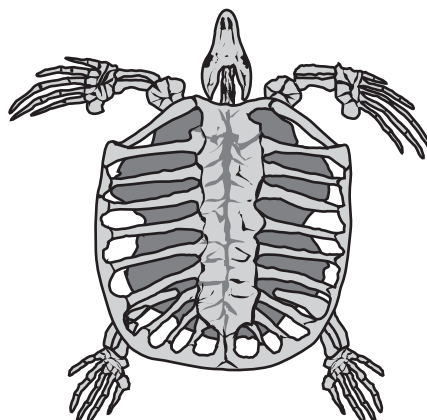


Which fossil is the best evidence that frogs lived long ago?

F



H

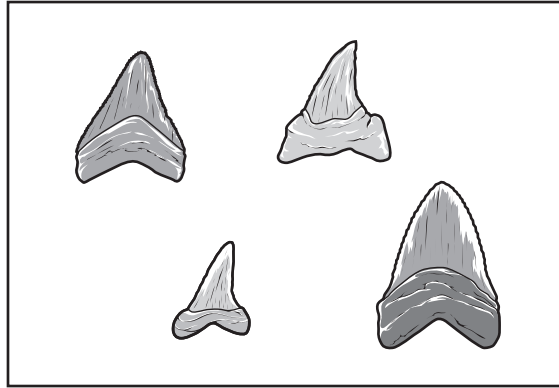


G



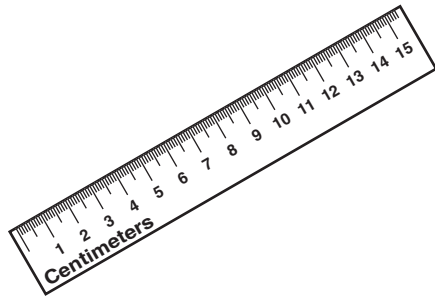
13 The picture shows fossilized shark teeth.

Fossilized Shark Teeth



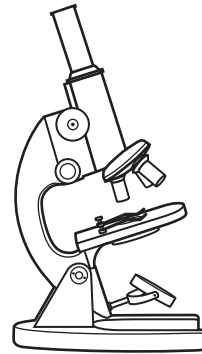
Which tool should a person use to compare the lengths of these teeth?

A



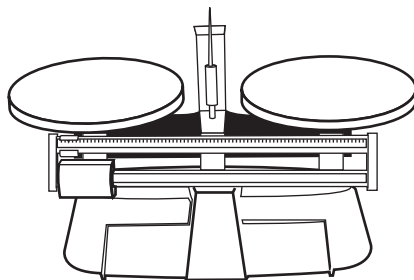
Metric Ruler

C



Microscope

B



Balance

Go On ►

Reporting Category: 3 The Universe, The Earth, The Atmosphere

Performance Indicator: 0307.6.1 Identify the major components of the solar system (i.e., sun, planets and moons).

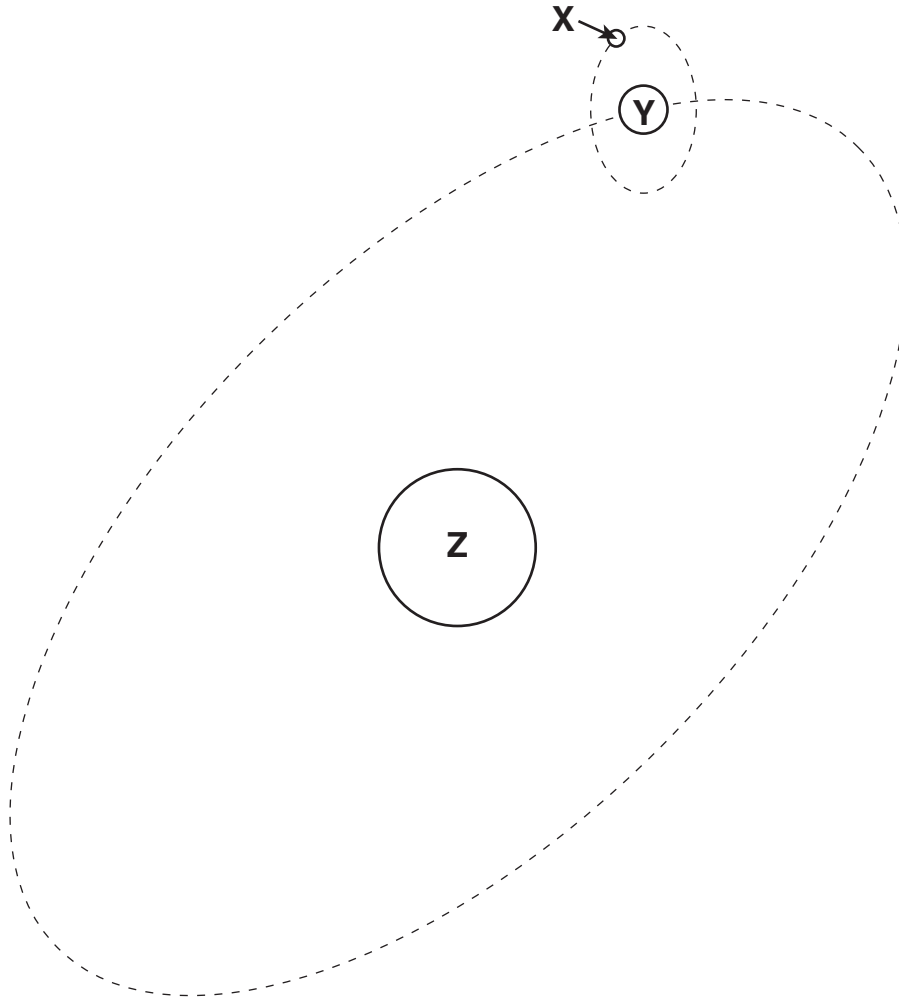
14 Which solar system object makes its own light?

F planet

G moon

H sun

15 The drawing shows part of the solar system.



Which object is most likely a moon?

A X

B Y

C Z

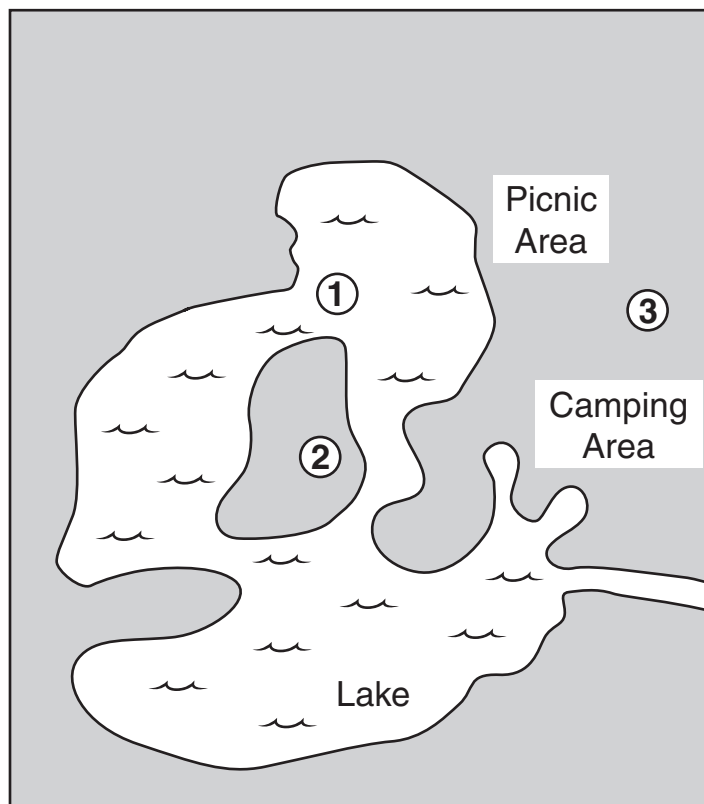
Go On ►

Reporting Category: 3 The Universe, The Earth, The Atmosphere

Performance Indicator: 0307.7.1 Classify landforms and bodies of water according to their geological features and identify them on a map.

16 A student looks at a park map.

Park Map



Which number on the map shows an island?

F 1

G 2

H 3

- 17** The picture shows a rock called pumice.



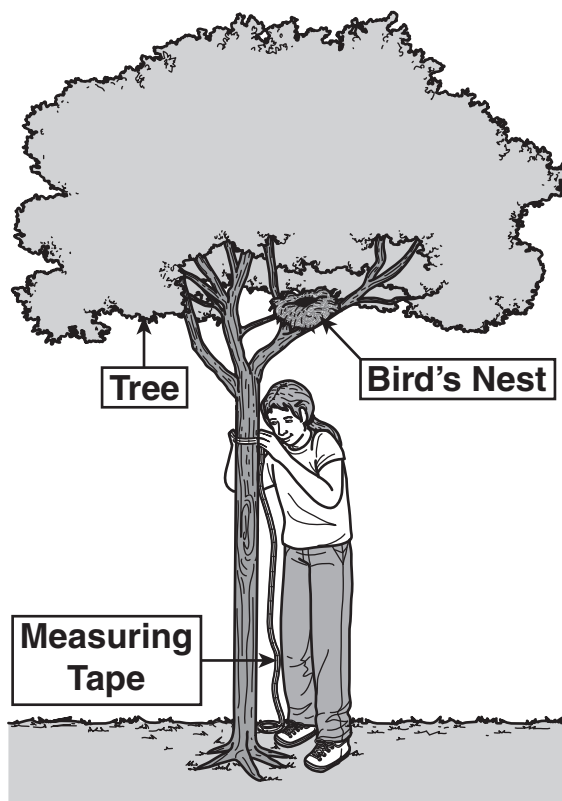
© Katie Clarke/Stockphoto #14619001

Which sentence best describes pumice?

- A** Pumice has large crystals.
- B** Pumice has dark stripes.
- C** Pumice has small holes.

Go On ►

- 18** The picture shows a student measuring the trunk of a tree.



Which of these is a manmade object?

- F** Tree
- G** Bird's Nest
- H** Measuring Tape

Reporting Category:

**3 The Universe, The Earth, The
Atmosphere**

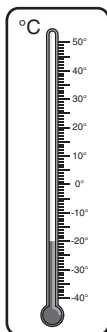
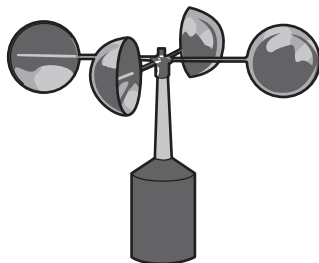
Performance Indicator:

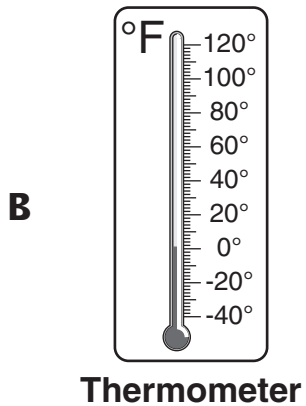
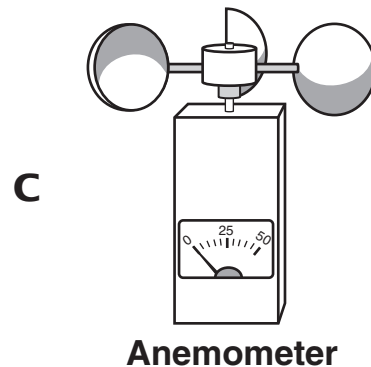
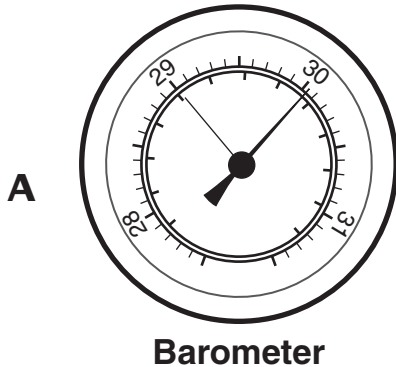
**0307.7.4 Determine methods for
conserving natural resources.**

19 Which way of going to school best conserves natural resources?

- A** riding a bicycle
- B** traveling in a car
- C** taking a bus

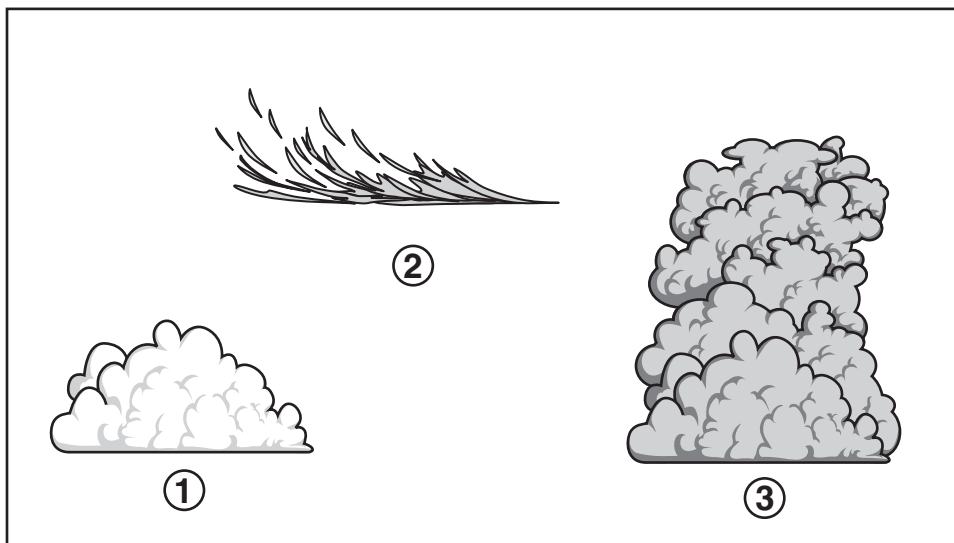
Go On ►

20 Which instrument measures wind speed?**F****Thermometer****H****Barometer****G****Anemometer**

21 Which tool measures air pressure?*Go On ►*

22 The picture shows three types of clouds.

Cloud Types



Which cloud type is usually seen during stormy weather?

F 1

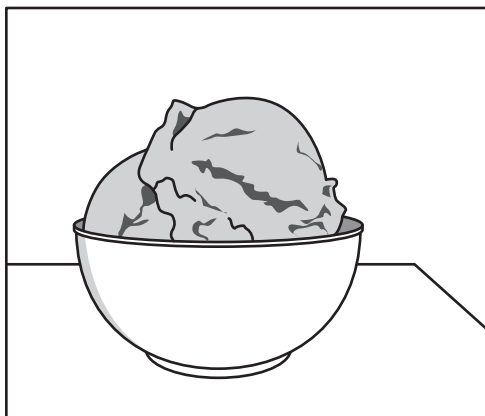
G 2

H 3

23 A student wants to find out whether the wind is stronger on sunny or cloudy days. Which investigation would best help the student find out?

- A** record on a calendar the days that are sunny or cloudy for 12 months
- B** study a chart that lists wind speeds and the types of objects that wind can move
- C** measure wind speeds on 30 cloudy days and compare them to wind speeds on 30 sunny days

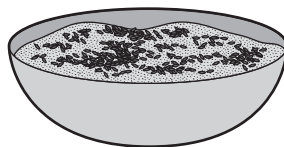
24 The picture shows a bowl of ice cream.



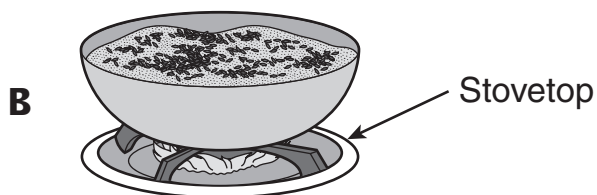
A boy leaves the ice cream on his kitchen table for a few hours. What will the boy most likely find when he returns to the ice cream?

- F** The ice cream is still a solid.
- G** The ice cream has become a liquid.
- H** The ice cream has turned into a gas.

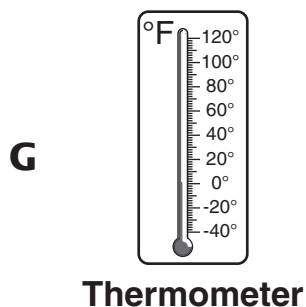
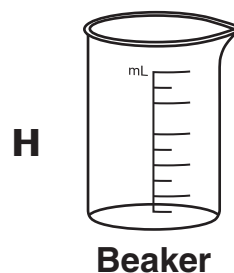
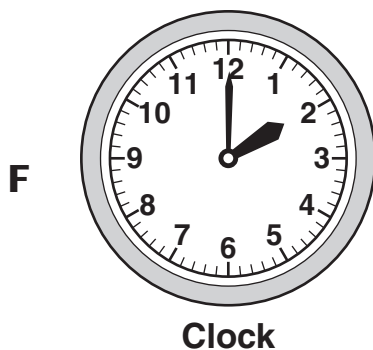
- 25** The picture shows a bowl filled with a mixture of sand and iron filings.



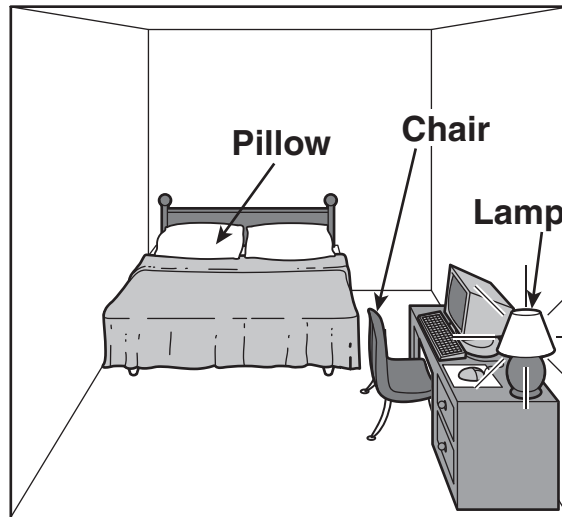
Which picture shows the best way to separate the iron filings from the sand?



- 26** Students want to find out how long hot water takes to cool to room temperature. Which tool should they use to measure the temperature of the water?



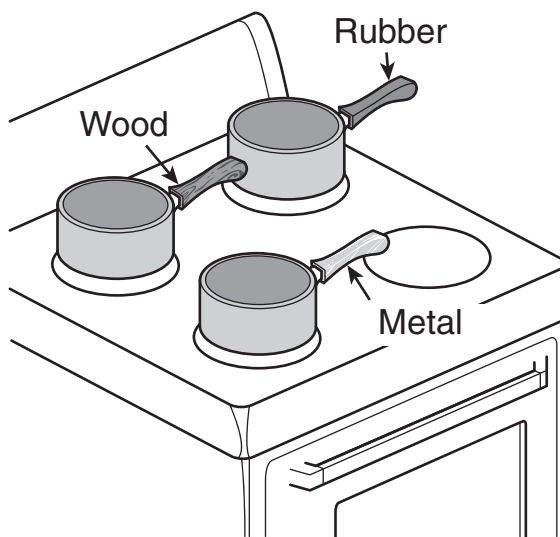
27 The picture shows a bedroom.



Which object is the most likely source of heat in this bedroom?

- A** Pillow
- B** Chair
- C** Lamp

- 28** Three pans each have a different type of handle. A cook heats all the pans to the same temperature.



Which handle will feel the hottest?

- F** Wood
- G** Rubber
- H** Metal

- 29** A teacher pulls a swing straight back toward her and holds on to the ropes of the swing.

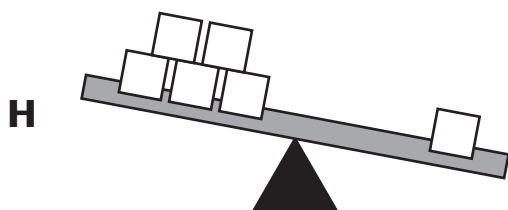
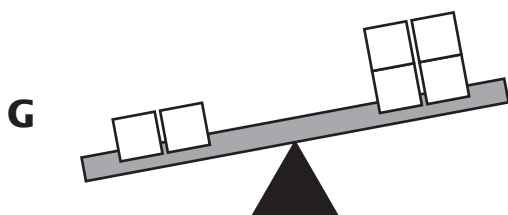
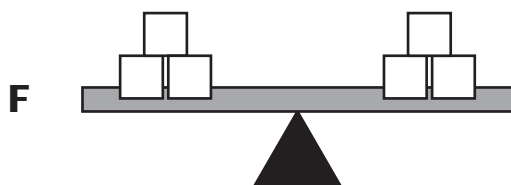


Which of these will most likely happen as soon as the teacher lets go of the ropes?

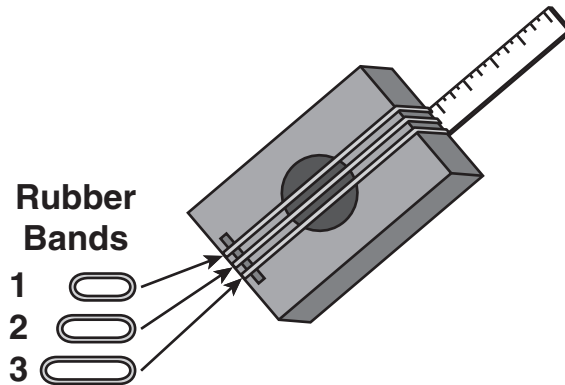
- A** The swing will move back toward the teacher.
- B** The swing will move forward away from the teacher.
- C** The swing will move to the side next to the teacher.

Go On ►

- 30** A student has six blocks that all have the same mass. Which picture correctly shows a balance holding the six blocks?



- 31** A student made a guitar from a box, a ruler, and three rubber bands. The rubber bands were all different sizes. The picture shows the guitar and the size of each rubber band.



A student pulls on each rubber band to play the guitar. Which rubber band will make the highest-pitched sound?

- A** 1
- B** 2
- C** 3

Go On ►

- 32** The picture shows a girl on a musical floor mat. When the girl steps on the mat, it makes sounds like a piano. Each rectangle is a key.

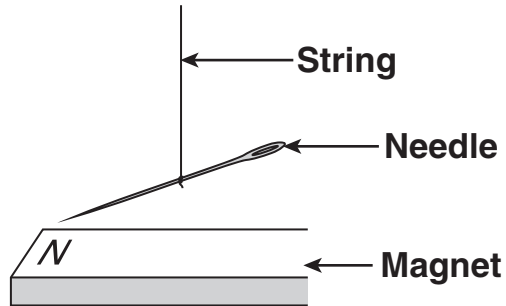
Girl on Musical Floor Mat



How can the girl change the pitch of the sound from the mat?

- F** by stepping gently on one key
- G** by jumping hard on one key
- H** by walking on different keys

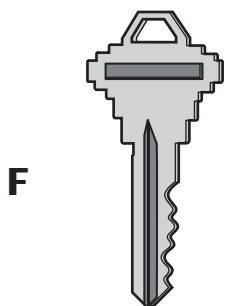
- 33** A student ties a string to a needle. Then the student places a magnet under the needle.



The magnet attracts the needle because the needle

- A** is lightweight.
- B** is made out of metal.
- C** is very thin.

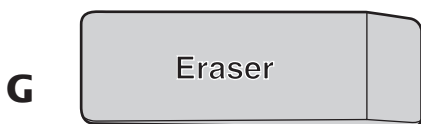
34 Which object is attracted to magnets?



Steel Key



Glass Marble



Rubber Eraser

STOP 

Social Studies



Reporting Category:

1 Economics

Performance Indicator:

3.2.1 Distinguish the differences between a natural resource and finished product.

1 Which picture shows a natural resource?

Clock

A



© Tuulum/Dreamstime #102503

River

C



© Yarygin/Dreamstime #15939901

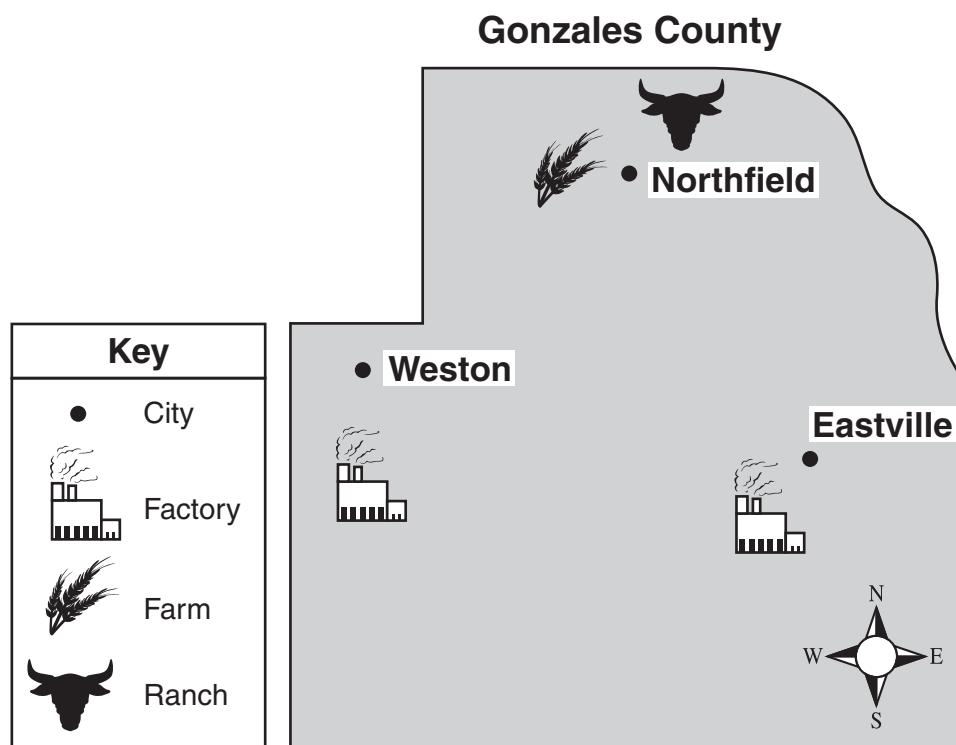
Ladder

B



© Photo25th/Dreamstime #12343974

Go On ►

2 Study the map.

Which city is located near an agricultural area?

- F** Northfield
- G** Eastville
- H** Weston

3 Study the chart.

?

Products People in the United States Buy	Some Countries Where Products Are Made
Cars	Japan and Germany
Chocolate	Belgium and Switzerland
Clothes	China and Mexico

What is the best title for the chart?

- A** Places Around the World
- B** Goods That Are Imported
- C** Types of Natural Resources

Go On ►

Reporting Category: 1 Economics

Performance Indicator: 3.2.4 Differentiate the difference between a producer and a consumer using a picture.

4 Which picture shows a consumer?

F



H



G



Reporting Category: 1 Economics

Performance Indicator: 3.2.5 Differentiate between money and barter economies.

5 In a money economy, how would Jonah buy lettuce?

- A** paying dollars
- B** giving flowers
- C** planting seeds

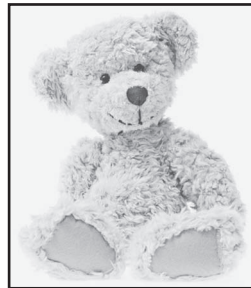
Reporting Category: 1 Economics

Performance Indicator: 3.6.1 Classify needs and wants using pictures of common items (i.e., food, cleaning products, clothes, candy, makeup).

6 Study the pictures.



①



②



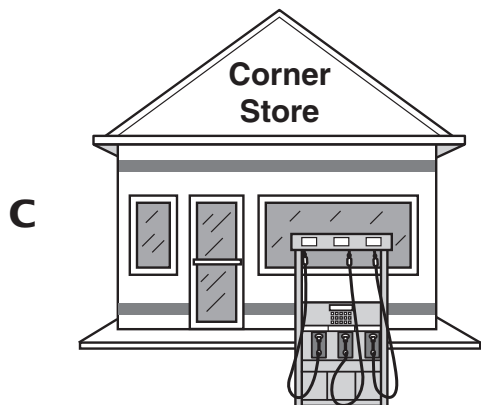
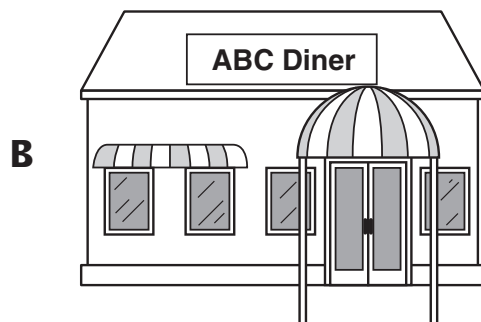
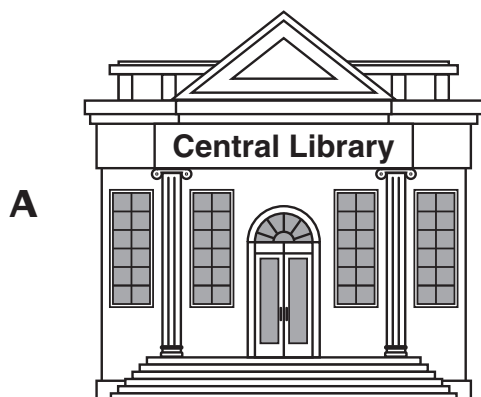
③

Which picture is an example of a want?

- F** 1
- G** 2
- H** 3

Go On ►

7 Which picture shows a service provided by the government?



8 Which picture shows the act of a good citizen?

Standing on Grass

F



Throwing Papers

H



Walking in Crosswalk

G



Go On ►

9 Which picture shows conflict between Jane and her grandmother?

A



C



B



Reporting Category:

3 Human Geography

Performance Indicator:

3.1.1 Recognize some of the major components of a culture (i.e., language, clothing, food, art, and music).

10 Study the list.

- Janice wears a dress.
- Indira wears a sari.
- Tomiko wears a kimono.

Which part of culture is on this list?

F food

G clothing

H music

Reporting Category:

3 Human Geography

Performance Indicator:

3.1.1 Recognize some of the major components of a culture (i.e., language, clothing, food, art, and music).

11 What should Chris do to learn about the culture of another country?

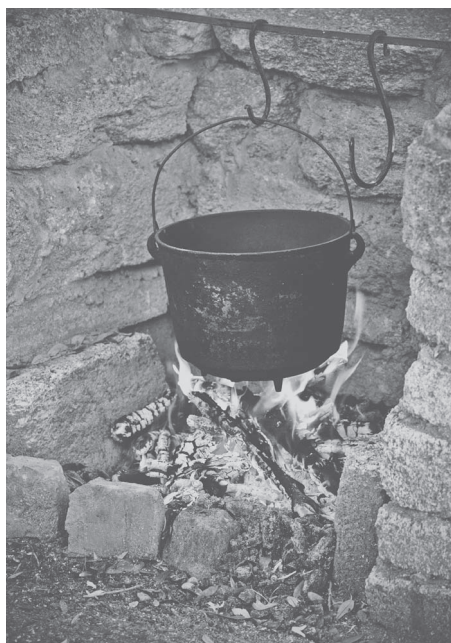
A read a book about animals in Alaska

B talk to his neighbors from Alabama

C visit a museum with art from Mexico

Go On ►

12 Study the pictures.



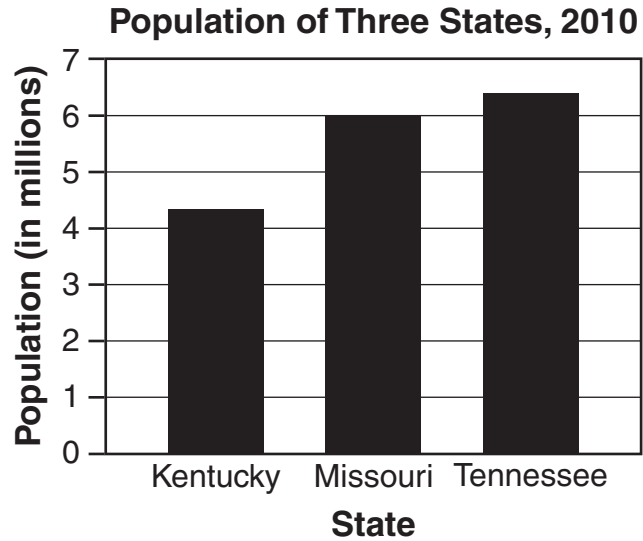
© Roberto A Sanchez/Stockphoto #5290904



© Dogbreathphoto/Dreamstime #6037499

The pictures best show how different cultures

- F** make clothes.
- G** cook food.
- H** build shelters.

13 Study the graph.

Source: U.S. Census Bureau

Which state had the smallest population in 2010?

- A** Kentucky
- B** Missouri
- C** Tennessee

Go On ►

Reporting Category: 3 Human Geography

Performance Indicator: 3.1.4 Interpret a chart or map identifying major cultural groups of the world.

14 Study the chart.

Some Languages of the World

Language	Countries Where Language Is Spoken
Dutch	Netherlands and Suriname
English	England and Australia
French	France and Monaco

Based on the chart, which language is spoken in Monaco?

- F** Dutch
- G** English
- H** French

Reporting Category:

3 Human Geography

Performance Indicator:

3.6.3 Recognize major global concerns (i.e., pollution, conservation of natural resources, global warming, destruction of rain forest).

15 Which problem is a major global concern?

- A** high state taxes
- B** loss of neighborhood parks
- C** destruction of rain forests

Go On ►

16 Study the map.

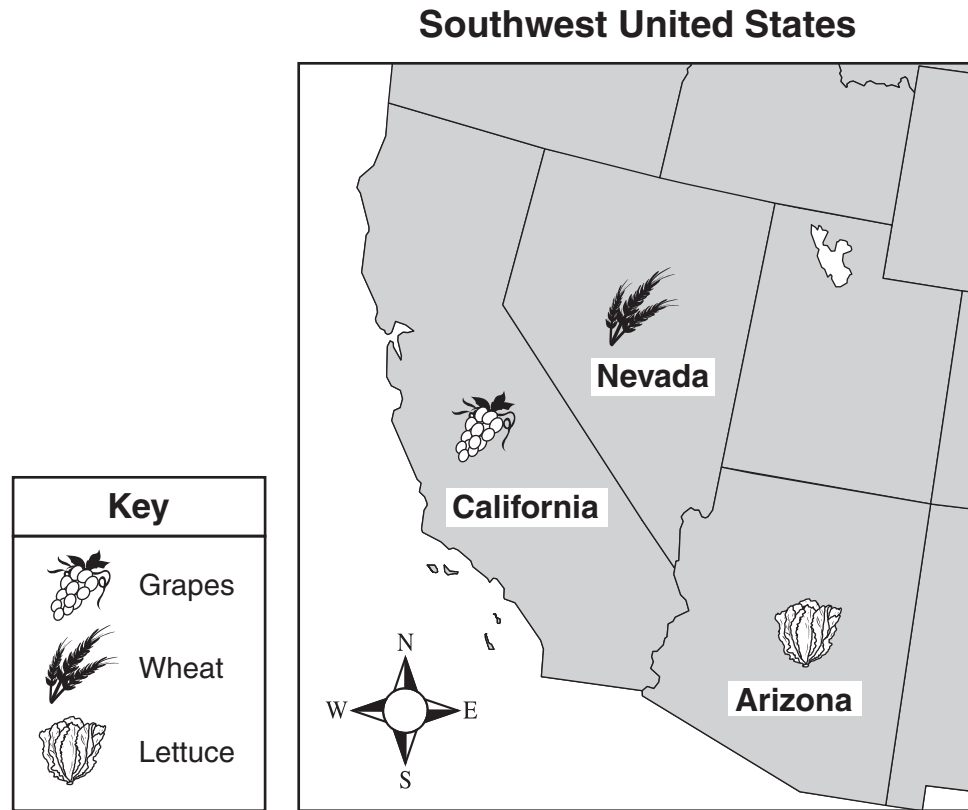


Which country is located in the Western Hemisphere?

F Canada

G Finland

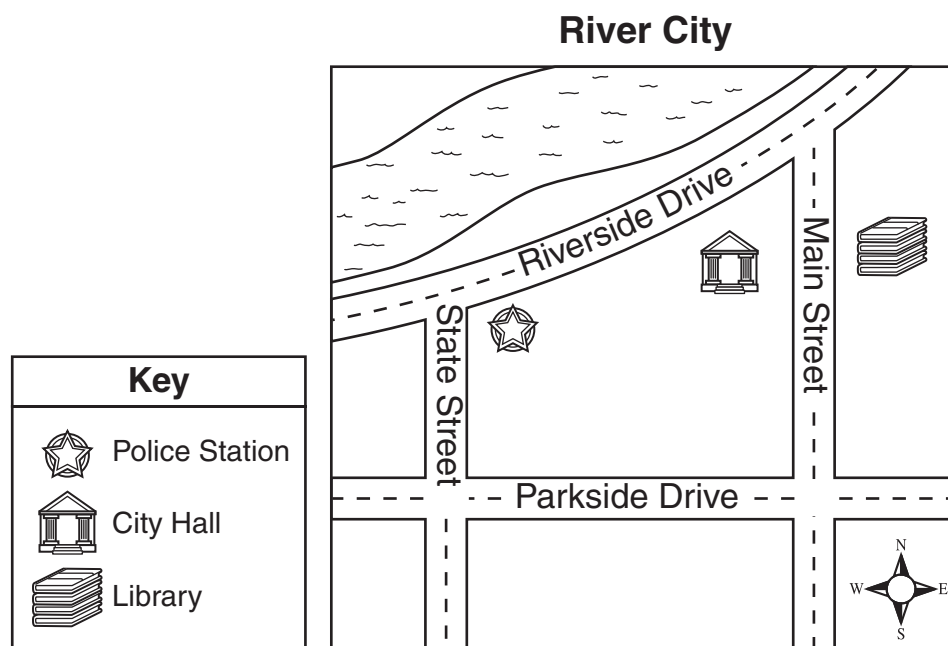
H Kenya

17 Study the map.

Which state grows grapes?

- A** California
- B** Nevada
- C** Arizona

Go On ►

18 Study the map.

Where is the Library located?

- F** on the corner of Parkside Drive and State Street
- G** across the street from City Hall
- H** next to the Police Station

19 Study the map.

Southern Canada



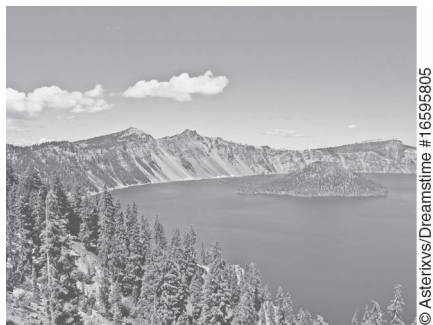
Which direction is Alberta from Manitoba?

- A** north
- B** south
- C** west

Go On ►

20 Which picture shows one of Earth's systems?

F

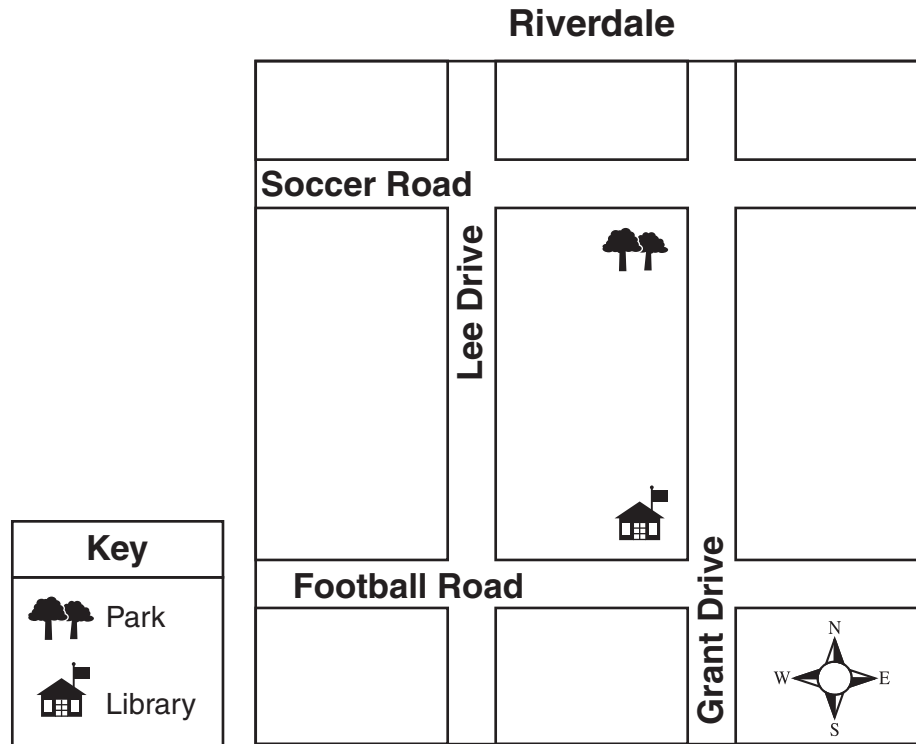


G



H



21 Study the map.

Which direction does Lamar travel if he goes from the Park to the Library?

- A** west on Football Road
- B** south on Grant Drive
- C** east on Soccer Road

Go On ►

22 Study the map.

World Map



Which number is located in a polar climate?

F 1

G 2

H 3

23 Which picture shows a desert ecosystem?

A



© Lakeside/Dreamstime #4533290

C



© Rigucci/Dreamstime #12959946

B



© Tsmarkley/Dreamstime #3147378

Go On ►

24 Study the information.

Mrs. Garcia's class is learning about a geographic feature with many tall trees and different kinds of animals.

Which geographic feature is the class studying?

- F** beaches
- G** deserts
- H** forests

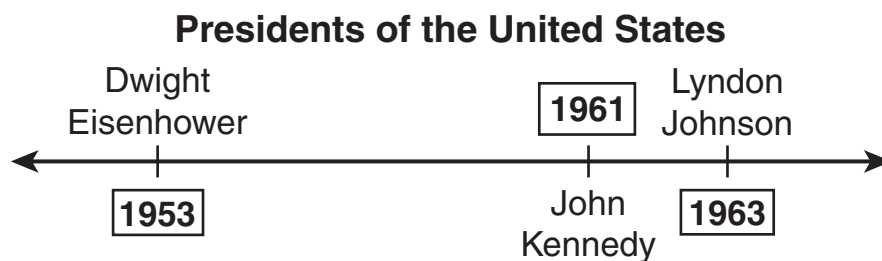
25 Study the sentences.

1. Today, the mayor is meeting with the school board.
2. Yesterday, the mayor traveled to Nashville.
3. Next year, the mayor plans to visit Washington, DC.

Which sentence is about a future event?

- A** Sentence 1
- B** Sentence 2
- C** Sentence 3

26 Study the timeline.



Which sentence is correct?

- F** Dwight Eisenhower became president after Lyndon Johnson.
- G** Dwight Eisenhower became president after John Kennedy.
- H** Lyndon Johnson became president after John Kennedy.

27 Study the letter.

July 12, 1973

Dear President Nixon,

I heard you were sick with pneumonia. I just got out of the hospital yesterday with pneumonia and I hope you did not catch it from me. . . . If you take your medicine and your shots, you'll be out in 8 days like I was.

Love John W James III
8 years old

In the letter, a boy writes to the president about

- A** being sick with the same illness.
- B** spending money on medicine.
- C** visiting people in hospitals.

Reading/Language Arts Answer Key

1	A
2	G
3	B
4	F
5	A
6	G
7	C
8	H
9	C
10	G
11	A
12	H
13	C
14	F
15	B
16	F
17	B
18	H
19	A

20	H
21	B
22	F
23	C
24	G
25	A
26	H
27	A
28	H
29	B
30	H
31	C
32	H
33	B
34	G
35	A
36	F
37	C
38	H

39	A
40	H
41	B
42	G
43	B
44	F
45	A
46	H
47	C
48	G
49	C
50	F
51	C
52	H
53	B
54	G
55	B
56	F
57	C

58	G
59	B
60	H
61	C
62	G
63	A
64	F
65	A
66	G
67	C
68	F
69	B
70	G
71	C
72	F
73	C
74	F
75	A
76	H

Mathematics

Answer Key

1	A
2	F
3	B
4	G
5	C
6	G
7	A
8	H

9	C
10	H
11	A
12	G
13	A
14	G
15	A
16	F

17	B
18	F
19	B
20	H
21	A
22	G
23	C
24	H

25	B
26	H
27	A
28	G
29	C

Science Answer Key

1	A
2	G
3	C
4	G
5	B
6	F
7	C
8	F
9	C

10	F
11	B
12	F
13	A
14	H
15	A
16	G
17	C
18	H

19	A
20	G
21	A
22	H
23	C
24	G
25	A
26	G
27	C

28	H
29	B
30	F
31	A
32	H
33	B
34	F

Social Studies Answer Key

1	C
2	F
3	B
4	F
5	A
6	G
7	A

8	G
9	C
10	G
11	C
12	G
13	A
14	H

15	C
16	F
17	A
18	G
19	C
20	F
21	B

22	F
23	A
24	H
25	C
26	H
27	A



Tennessee Comprehensive Assessment Program

Modified Academic Achievement Standards ~ Grade 3

Item Sampler

Version B